DOCUMENT RESUME

ED 348 438 UD 028 795

TITLE	In the Shadow of Opportunity: Removing Barriers and Creating Success for America's Homeless Children and Youth. A Policy Statement.
INSTITUTION	National Association of State Coordinators for the Education of Homeless Children and Youth, Austin, TX.
PUB DATE	Apr 92
NOTE	75p.
AVAILABLE FROM	Maryland State Department of Education, 200 W. Baltimore Street, 4th Floor, Baltimore, MD 21201.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Affirmative Action; *Compensatory Education; *Compliance (Legal); *Disadvantaged Youth; Economically Disadvantaged; *Educational Legislation; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Equal Education; Federal Programs; *Homeless People; Low Income Groups; Public Education; Secondary School Students; Special Needs Students; *State Programs
IDENTIFIERS	*Stewart B McKinney Homeless Assistance Act 1987

ABSTRACT

This report highlights selected states' attempts to meet the requirements of the 1990 amendments to the Stewart B. McKinney Homeless Assistance Act (SMHAA), which lays the groundwork for assuring that homeless children and youth have access to and success in schools. A homeless child's success story and an issue that impacts a state's ability to respond to homeless children's and youth's educational needs are each summarized for 25 states and the District of Columbia. With increased funding for fiscal year (FY) 1992, some states are expanding after-school tutorial and homework assistance projects, local projects that provide support services to address the special needs of runaway and homeless youth, alternative school programs, or initiatives that address the need for school supplies, clothing, transportation, and self-awareness. Whether the issue is full funding, the 35-50 percent requirement, transportation, or the need to increase minimum state allotments, each state's challenge is to ensure that no homeless child is left in the shadow of an opportunity to be successful in school. While no substitute for a permanent home, schools can offer the continuity, security, sense of belonging, and normalcy in a homeless child's otherwise turbulent life. Legislators, advocates, parents, and educators must work together to remove barriers that impinge on a homeless child's school success. Appendixes include a table showing actual FY 1991 grants and estimated FY 1992 grants for the 50 states, District of Columbia, Puerto Rico, and outlying U.S. territories, and a list of 59 state homeless coordinators of the SMHAA. (RLC)

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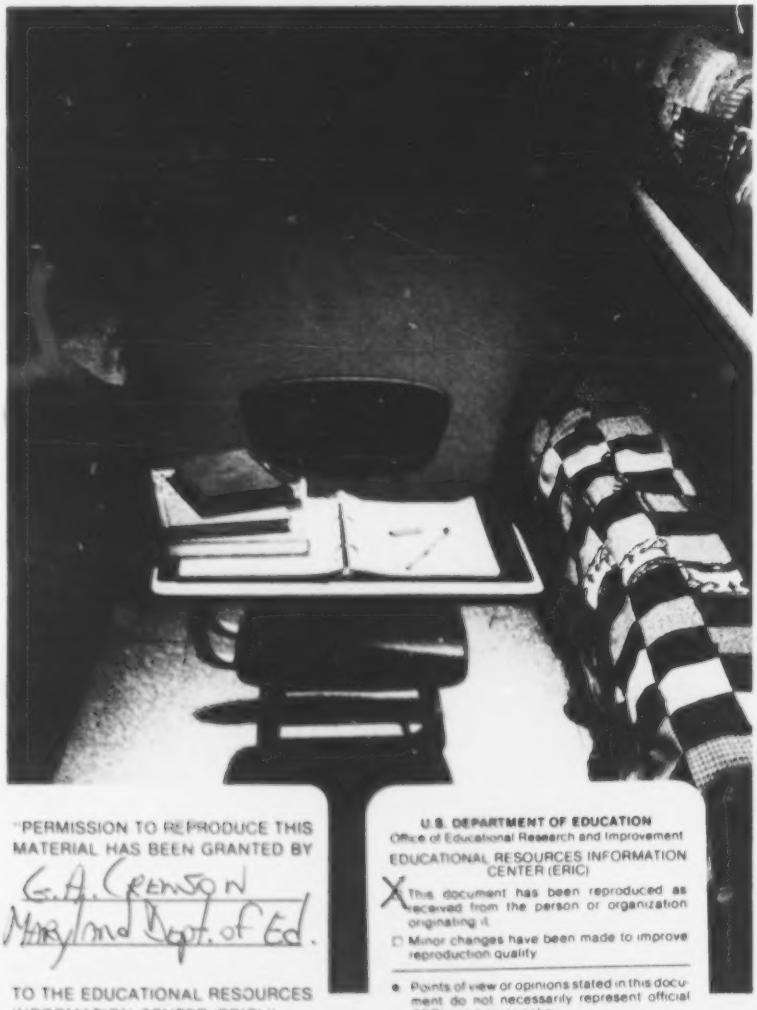
Removing Barriers and Creating Success for America's Homeless Children and Youth



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A Policy Statement of the National Association of State Coordinators for the Education of Homeless Children and Youth
April 1992

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A Homeless Second Grade Child Speaks

I am sad,
I want my mom!
I want to go to Bismarck and live with her!
I am sad,
I don't want to study,

I get hugs at school,
I am glad my tutor loves me, but...
I need my mom,

Mom won't take care of me,
Mom hasn't got time,
Mom has 5 other children,
Mom left me with gramma.

At school they say I'm Homeless,
My tutor loves me,
My tutor holds me on her lap,
My tutor takes time to try to cheer me,
My tutor says, "Good Morning, Kayla, did you have a good weekend?"
I say, "No".
I'm sad, my mom didn't come see me,
My tutor said, "What did you get for Christmas?"
I said, "A doll, that's all."

Mom can't afford more,
Mom has more children,
Mom left me at Gramma's,
I play with my brother, but, now he is gone.
He went to live with mom,
I need my mom!

Last weekend my mom was in a car accident,
My brother was with her (his legs are broken),
I am sad,
I need my mom,
Mom went to the hospital she died.
Mom,
I am alone so is my brother,
We are Homeless.

Written by: Susan R. Cheatley
Tutor
North Dakota Homeless Project

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National Association of State Coordinators for the Education of Homeless Children and Youth

1992 Fact Sheet

All children have the right to receive high quality educational services in a safe and caring environment. The enactment of the McKinney Act Amendments of 1990 (Public Law 101-645) assures this right for homeless children and youth, and it enables states to respond with innovative programmatic approaches to address their special needs. While no substitute for a permanent home, school can offer the continuity, security, and normalcy in a child's otherwise turbulent life. Our nation must continue to seek solutions to stabilize homeless children and their families beyond "quick fix" practices and token funding levels.

- **Annual estimates of the number of homeless children in America range from 300,000 to 2 million.**

- **Fifty-five State Homeless Coordinators estimated that 317,197 school-age children experienced homelessness in 1991.**

- **In 1991, 17 percent of homeless school-age children did not attend school.**

- **The enactment of the McKinney Act Amendments of 1990 expanded states' responsibilities to ensure that homeless children and youth attend and achieve success in school, and increased funding for the Education of Homeless Children and Youth Program from $7.2 million in Fiscal Year 1991 to $25 million in Fiscal Year 1992. The new funding level provides $78.82 toward educational support for each school-age homeless child identified in the 1991 estimated count. Comparatively, $308 million was allocated to address similar needs for 650,000 migrant students in FY 1992. This funding level provides $473.85 toward educational support for each migrant child.**

- **Despite this overall expansion in responsibilities and increased funding, 11 states and territories, including North Dakota, Hawaii, Nevada, Alaska, and New Hampshire, will each receive less than $18,000 in additional funds to implement the new programs. Two states and two territories will continue with increased responsibilities and no increase in funding.**

- **Provisions in the 1990 McKinney Amendments made it possible for state agencies to fund local school districts to provide direct services to homeless children. The new authorization requires that local education agencies spend 50 percent of each grant on tutoring and remedial education services, and at least 35, but not more than 50, percent on related activities. In a survey of state coordinators, 98% reported that these restrictions were inhibiting the flexibility of local school districts to respond to the differing needs of homeless children in their states. For example, many school districts have adequate tutorial and remedial activities funded through Federal, State, or even private sources. Yet, homeless children may not be able to access these programs because they lack transportation services.**

In the Shadow of Opportunity:

Removing Barriers and Creating Success for America's Homeless Children and Youth

"Bridging the gap between home and school."

A Policy Statement of the National Association of State Coordinators for the Education of Homeless Children and Youth

April 1992

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In The Shadow of Opportunity:
Removing Barriers and Creating Success For America's Homeless Children and Youth

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Mission Statement

The National Association of State Coordinators for the Education of Homeless Children and Youth (hereinafter referred to as the Association) is an association of state coordinators with responsibility for implementing Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act related to the education of homeless children and youth. Membership is composed of state coordinators in the fifty states, the District of Columbia, Puerto Rico, American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands.

Since each child is a valuable resource, capable of learning and contributing positively to society, the Association has defined its mission as follows:

> ***The National Association of State Coordinators for the Education of Homeless Children and Youth believes that in each state and territory coordinated efforts must be implemented to ensure that children and youth residing in temporary living situations receive equal access (equity) to appropriate educational services, while maintaining continuity and quality in instructional and non-instructional programming (excellence). Furthermore, the Association believes that strategies for effective instruction, comprehensive pupil services, and research must be developed, conducted, and disseminated.***

The Association's mission is based on a belief in and a recognition of the importance of education as a force in abating the personal and social costs of poor and homeless children and youth. Furthermore, there is a recognition of our individual and collective responsibility to effect systemic changes which result in prevention and act as a deterrent over time.

The Association's positions emerge from these beliefs. Sustained effort to effect access, optimal achievement, and excellence for each homeless child and youth has become our individual and collective resolve.

EXECUTIVE SUMMARY

"My success is always shadowed by something - insensitive people, constant changing of schools, or my own inability to cope."

Erica
Age 16

Perhaps the greatest challenge facing educators in the 1990's is providing a stable and continuous education to homeless children and youth. There are an estimated 317,197 school-age children and youth in homeless families each year. These children live with the daily uncertainties of where they will sleep, when and what they will eat, and whether they will have adequate clothing - the basic necessities of life. The emotional stress of homelessness, factors associated with poverty, and family problems impinge on a child's performance in school. Without early intervention, these children will remain in the shadows as America's opportunities for a better education and the hope for a brighter future will pass them by.

McKinney Amendments Create Educational Opportunities

Homeless children have the same needs as other children. They need understanding, love, and acceptance. They need a place to call home and a sense of belonging to a neighborhood and school. While no substitute for a permanent home, school can offer the continuity, security, and normalcy in a child's otherwise turbulent life. More than 317,197 school-age children experienced homelessness in 1991. Seventeen percent of these children did not attend school or attended school irregularly. The reasons for a homeless child's non-attendance in school varied: lack of transportation, inappropriate clothing, short-term stay in shelter, child's safety from potential abuser, uncertainty about the family's plans, and the lack of school supplies. While states have made considerable progress in assuring that their homeless children have access to schools, much attention is now being focused on how to create opportunities for their success in school.

The intent of the McKinney Act Amendments of 1990 was to ensure that homeless children and youth attend and achieve success in schools. Funding for the Act increased for fiscal year 1992. States will now be able to provide grants to some local school districts to expand existing programs and to create new initiatives that will address the diverse needs of homeless students and will remove the barriers for their success in school. In states such as Arkansas, Florida, Minnesota, Connecticut, Maryland, Massachusetts, Texas, South Dakota, Pennsylvania, and the District of Columbia, after-school tutorial and homework assistance projects can be expanded. In Iowa, Oregon, Alaska, Kansas, and North Dakota, local projects that provide support services to address the special needs of runaway and homeless youth can receive funding to help additional youth. Additionally, several other states, such as Alabama, Wisconsin, North Carolina, New Hampshire, New Mexico, Colorado, and Washington can continue initiatives that address the need for school supplies, clothing, transportation, and staff awareness. Each local school district that receives McKinney funds will identify a homelessness liaison to assume the responsibility of coordinating all activities related to the education of its homeless children.

The new provisions in the McKinney Amendments have provided positive steps towards improving the educational opportunities for our nation's homeless children and youth.

Increased Funding Needed for Fiscal Year 1993

President Bush has included $25 million for the education of homeless children and youth in his 1993 budget request. Because of loss due to inflation, the increasing numbers of children who join the ranks of the homeless each year, and provisions in the McKinney Amendments for the inclusion of preschool homeless children, the current funding level needs to be increased for fiscal year 1993 to at least $50 million. The increased funding will help to provide for our homeless children and youth the educational opportunities promised in the McKinney Amendments.

Congress has acknowledged the value of providing direct services to homeless students to address their diverse needs for both educational and support services. However, the low appropriation of $25 million for fiscal year 1993 seriously thwarts the efforts of state coordinators and local school districts to effectively address the needs of the more than 317,000 school-age children who experienced homelessness last year. This is a 16% increase from the estimated count reported for 1990. Additionally, eleven states and territories, including North Dakota, Hawaii, Nevada, and New Hampshire will each receive less than $18,000 in additional funds to implement new programs. Alaska, Wyoming, Virgin Islands, and the Northern Marianas will continue to receive only $50,000 for the entire Subtitle VII-B program. We do not believe that a Congress and a President who approved a $50 million authorization to serve 273,000 children, would recommend $25 million as adequate to meet the needs of 317,197 homeless children. All of these children will be part of what America will be in the year 2000 - the question is, what part will they be?

Legislative Issues Impacting Project's Success

While the McKinney Amendments made important changes, the Association notes that several issues remain that impinge on a homeless student's opportunities for success in school. If we are to truly make a difference in the lives of these children, we must be willing to make the commitment for change, expend the energies needed to bring about change, and provide the resources that will help to assure that the barriers are removed and the opportunities for success for America's homeless children and youth are reachable.

35 - 50 Percent Requirement

Provisions in the 1990 McKinney Amendments made it possible for states to provide local school districts with funds to provide direct services to homeless children. However, these provisions constrain state and local school districts' responses to the needs of homeless children. Section 723 (b) (1) of the Act requires that not less than 50 percent of a local education agency's grants be used to provide tutoring, remedial services, or other educational services to homeless children and youth. Similarly, Section 723 (b) (2) requires that not less than 35, nor more than 50, percent of local education agency grants be used to provide related services. In a survey of state coordinators, 98 percent reported that these restrictions were inhibiting the flexibility of local school districts to respond to the differing needs of homeless children in their states.

The survey indicated, many school districts have adequate tutorial and remedial activities funded through Federal, State, or even private sources. As might frequently be the case, homeless students may not have access to transportation to and from the tutoring program. Such a school district can not seek a grant from Section 723 of the McKinney Act that only requested funds to provide the necessary transportation services. Because transportation is a related service, not more than 50 percent of the school district's grant can be directed towards this need. In such cases, the arbitrary determination of the distribution of funds has become a barrier to meeting the needs of local homeless students.

The Association recommends that the 35 - 50 percent requirement be eliminated or changed to increase the flexibility to manage McKinney funds based on local needs assessments. If a change in the law is considered, the Association further recommends the following revision in the language of the law:

> AN AMENDMENT TO SECTION 723 (b) (1) OF THE ACT TO ALLOW STATE EDUCATIONAL AGENCIES TO GRANT A WAIVER OF THE PERCENTAGE REQUIREMENTS IN A GIVEN GRANT TO A LOCAL EDUCATIONAL AGENCY. THE REQUEST FOR SUCH A WAIVER MUST BE BASED ON IDENTIFIED LOCAL EDUCATIONAL NEEDS FOR HOMELESS CHILDREN, AND ON ASSURANCES THAT THE REQUIRED SERVICES BEING WAIVED ARE TO BE PROVIDED THROUGH OTHER PROGRAMS OR SERVICES.

Transportation

Subtitle B, Section 721(2) directs states to review and revise laws, regulations, practices or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth to assure that they are afforded a free and appropriate public education. As this review continues to be implemented, the issue of transportation to and from school continues to be the major barrier to ensuring that children who are homeless receive the education to which they are entitled. Until this critical need is adequately addressed, children and youth who are homeless will have to overcome additional, unnecessary obstacles in their quest for an education.

Currently, Section 722(e)(3) requires that homeless children be educated in either the school district of origin or their district of current residence. The placement should be determined with the child's needs considered as the critical factor. In conjunction with this requirement, many states have developed procedures to identify which placement is in the best educational interests of the child. While all states are required to permit a homeless student to enroll in their district/school of origin or attend school where they currently reside, not all states provide transportation to make the placement of choice a reality. Without transportation, choice becomes an exercise in futility. While a provision for assistance to defray the excess cost of transportation is an allowable related activity under Section 723 Local Education Agency Grants for the Education of Homeless Children and Youth, funding for transportation, along with many other activities, is capped at 35 percent of each local education agency's grant. There is no other provision in Subtitle B that addresses this critical need.

In an effort to foster continuity of educational services, there are clear advantages to a child remaining in the school district of their last permanent address. These include ties to the community, and familiarity with the school setting, teachers, classmates, and friends. This is especially true for older homeless youth who may be close to high school completion. A change in school would be an unnecessary hardship for these children. In general, the current amended McKinney Act does not provide sufficient funding or requirements for the provision of transportation.

It is imperative that sufficient funds for transportation be included in any subsequent reauthorization of Subtitle VII-B, particularly in situations where the child opts to return to the district of origin. While removal of this barrier will substantially improve the homeless children's access to the educational services to which they are entitled, failure to act will add to the overwhelming burden these children and youth already bear.

Minimum State Allotment

The McKinney Amendments of 1990 mandated a variety of increased activities for each State Coordinator. Development of more comprehensive and specific state plans for meeting the educational needs of homeless children and youth, reviewing and revising all state policies, practices, laws, and regulations that may create barriers to homeless students, and providing leadership for similar reviews and revisions at the local level, are just three of the expanded requirements. For those states in which fiscal year 1992 will provide the first opportunity for distributing grants to local school districts, there will be many new challenges such as developing and implementing the application process and award criteria, monitoring and providing technical assistance, and for the effective implementation of local projects.

Twenty-three states and the District of Columbia have their administrative allocations locked at the $50,000 minimum. There is well founded concern by the Association that minimum states' programs for homeless children, most of which are funded by a part-time position, are being placed in jeopardy because the gap between mandated activities and appropriate resources are too great. We recommend increasing the minimum state allocation from $50,000 to $95,000 to ensure that all states have the ability to execute all the requirements of the McKinney Act. However, the recommended increased funding of minimum state allocations should not be made at the expense of other states' current funding levels. This concern for minimum funded states further supports the need for full funding of at least $50 million for the Education of Homeless Children and Youth.

Case Studies Highlight Successes and Challenges

There are so many homeless children, each with a different story and a unique set of needs. And because of the numbers involved, it's almost possible to become numb to their plight. Perhaps the only way to really stay sensitized and willing to do whatever it takes to help these children in need is to put ourselves in their shoes - one child at a time. As the stories in this report illustrate, it takes people who are specifically working for the good of homeless students to make things happen. Without well-trained teachers, sensitive administrators and support personnel, and volunteers that are advocates for homeless children, the types of positive outcomes as described in each child's story could not happen.

Through the Stewart B. McKinney Homeless Assistance Act, Congress has challenged education with assuring that homeless children and youth have access and success in schools. While the case studies highlight the successes, a brief narrative is provided to describe how a specific issue is impacting a state's ability to respond to the educational needs of its homeless children and youth. Whether the issue is full funding, the 35-50% requirement, transportation, or the need to increase minimum state allotments, the challenge for each state is reemphasized as we continue to work to ensure that no homeless child is left in the shadow of an opportunity to be successful in school.

"ROSALIE'S STORY"

ROSALIE, a pre-adolescent, lives in a homeless shelter with her mother, father, and two younger brothers. The family is homeless due to a series of circumstances which began with the father's car accident. He was left with disabling health problems and the doctor and medical expenses mounted; his sick leave ran out; and his pay was cut. At this point, rent money became scarce and Rosalie's mother found a minimum-wage job which couldn't begin to provide for a family of five. The family was forced to choose between food or rent. Family and friends helped for a time but their resources were exhausted and so the next move for the family was to the homeless shelter.

During this traumatic time, Rosalie stayed in school--grades falling--but at least her attendance remained constant. After a while, Rosalie began to miss school frequently. An investigation was implemented concerning Rosalie's attendance. The system coordinator for homeless education learned the reasons for the frequent absences and it was brought to her attention that a physical education teacher gave Rosalie "F's" because she wasn't "dressing" for gym. Intervention was necessary - a gym suit was purchased immediately and information about the impact of homelessness on school-age children was shared with the school staff.

ALABAMA

This incident prompted a series of other workshops geared toward the awareness of the special needs of the homeless child. Teachers, counselors, and administrators are now more sensitive to the emotional needs of the homeless, more willing to find out what the physical needs are, and more willing to take the time to determine the situation and what it warrants. As for Rosalie, she's in school every day and her grades have improved. In fact, she's thriving in a school environment where she knows that others care.

McKinney Act funds made it possible for the Coordinator of Education for Homeless Children and Youth to conduct the much needed staff awareness sessions with school personnel and to produce and disseminate information about the needs of Alabama's homeless children and youth. Rosalie is one success story - there are so many more waiting to be told.

THE ALABAMA CHALLENGE

Dr. Marsha Johnson, Coordinator
(205) 242-8199

Alabama has an estimated 30,000 homeless children. Of that number, 16,670 homeless children were of school-age. For school year 1990-91, it was found that all identified school-age homeless children were attending school.

Alabama State law requires all children ages 6 through 16 years to attend school; and while processing delays do occur, surveys report that homeless children usually are in school. Delays of processing and placing children result primarily from lack of funds to provide transportation back to the student's school of origin and the need for records.

The funds provided through the McKinney Act to be distributed in the form of local grants must be allocated with a 35/50 per cent split. As this point, this restriction is not a problem in Alabama because educational services to homeless children remain a high priority. A survey determined that after school tutoring, individual classroom attention, specialized education programs, and a greater emphasis on academics in the school were among some of the greatest needs for Alabama's homeless children.

Even though the expressed needs for Alabama's homeless children are educational, there are some identified related services such as transportation and staff training that require our immediate attention. However, it is crucial and of the utmost concern that the law retain its focus on educational services to ensure that the intent of the law is observed: to provide direct services to homeless children and to ensure their success in school.

"CLARA'S STORY"

CLARA, 17, left home from rural Alaska and was placed in a foster home in Anchorage. Dissatisfied with her new living arrangements, she ran away and began living on the streets of Anchorage. Like most runaways, Clara eventually got in trouble with the law. The courts placed Clara back in foster care and assigned her a probation officer.

Clara was having difficulty functioning in the regular school program. She was reading far below grade level and she needed remedial assistance in mathematics. Clara's self-esteem was low and her dream of finding a job and living independently was shattered when she learned that she would not be receiving her high school diploma. Without a high school diploma, she couldn't qualify for a minimum wage job. It was quite obvious that an alternative educational program was needed for Clara.

Clara was accepted into AVAIL, an Anchorage School District alternative education program for homeless youth like Clara. The school is supported by the local merchants and funded through a federal demonstration grant and a Stewart B. McKinney Homeless Assistance grant.

ALASKA

The program is designed to provide one-on-one instruction, group and individual counseling, alcohol and drug prevention/intervention workshops, and a work program. With hard work, Clara can complete the education program in two years and graduate with some work experience which can lead to her independence. Clara's success is shared with the staff at AVAIL, her foster parents, probation officer, and counselors.

THE ALASKA CHALLENGE

Connie Munro,Coordinator
Alaska
(907) 465-2970

Alaska has an estimated 1,441 school age youth who experienced homelessness in 1991. An additional 3,500 youth are estimated to be runaways/castaways and they live on the streets.

Due to Alaska's harsh climate, homeless youth and families must use all their energy and know how to seek shelter. Lack of public shelters (except a few in urban areas) causes additional stress, and community members are called upon to help. In Kodiak, tent pads were supplied by the city as well as transportation to assist homeless children in getting to school.

Alaska is a state that receives the minimum of $50,000 from the Stewart B. McKinney Act. The fiscal year 1990 award (50,000) was used to provide financial assistance to local school districts to address the needs of their homeless students. The Alaska State Department of Education funded four of the nine requests for funding. Two of the requests were appropriated for tutoring and counseling at alternative schools serving homeless youth and two were for school supplies, book purchases and transportation costs from shelters to school. It is not likely that grants to local school districts will be offered in the future without an increase to minimum states allotments. Alaska will receive $50,000 for fiscal year 1992.

"LARRY AND AMANDA'S STORIES"

LARRY, a little fourth grade boy with red tosseled hair, grins as he passes you in the school hallway. "I really like to stay after school. Is today my day?" This little boy never knows which grandmother's house he will be taken to, on any given day.

AMANDA, a first grade girl who lives in a burned out storefront, is learning how to count money by using a computer in the after-school program. She never misses a session. She is a happy little girl when she leaves each week with the red fruit juice stain on her lips. She has been behind in school because her parents moved around a lot and did not keep her in school. She is catching up now with the help of her tutor in the after-school program.

ARKANSAS

This short narrative, provided by a local homeless program liaison, brings us closer into the lives of Larry and Amanda and into an understanding of what it must mean to be homeless and precariously housed children to have something that is constant in their lives. Larry and Amanda are two "lucky" homeless students in Arkansas who are receiving the extra support legislated under the Stewart B. McKinney Amended Act of 1990, P.L. 101-645.

They are "lucky" because their school district is one of five districts which received funds to support outreach and assistance to Arkansas' homeless school-age children. This after-school program consists of four components; student tutorial, health screening, community resource coordination, and parent education. Of the 5,354 homeless school-age children identified in the 1991 survey, 141 students receive educational support services through these five grants which total $60,000.

Larry and Amanda smile because their tutor is a constant stabilizing person in their lives. She is a friend to help them "catch-up", even if their after-school activity is only two days out of the week.

THE ARKANSAS CHALLENGE

Paulette Mabry, Coordinator
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Stewart B. McKinney Homeless Assistance funds have enabled Arkansas to provide direct assistance to the estimated 5,354 homeless school-age youth. The Arkansas Department of Education, Office for the Education of Homeless Children and Youth, funded five school programs during the 1991-92 school year. Arkansas received an allocation of $79,661 and utilized $60,000 to fund the five school programs. These funds have enabled local education agency (LEA) grantees to provide services which include: tutoring and homework assistance, counseling, medical and dental care, school supplies, clothing, food, transportation, recreation, outreach and coordination with other community service providers.

Even though Arkansas' programs were designed to meet the specific needs of individual students, emphasis in all funded programs reflect activity to strengthen or develop local district and community partnerships. Local districts operating within reduced budget constraints cannot provide successful outreach and support for a variety of unique needs that must be met to enable homeless children to experience educational success. Partnerships are necessary if even the most basic of all identified needs of homeless children are ever to be met through the McKinney Amended Act. Communities, with reduced budgets are searching for resources to provide supplemental services, such as transportation, as there is little other choice within the present allocation level, $25 million, and inflexible constraints of the local grants.

Flexibility is greatly needed in McKinney grants to enable the state educational agency to determine how funds may best serve the grantee in providing support to the homeless student, such as transportation. Implementing the spirit of this legislation has become a challenge to many states, such as Arkansas, which must provide restricted funding to LEA grantees. Many potential grantees choose not to apply because student needs cannot be served under existing restrictions. The 35-50% expenditure categories limit the effectiveness of small sums of funding in needed service areas. Identified needs such as transportation and outreach workers cannot be supported to benefit students under existing expenditure guidelines. If homeless students are to receive support to achieve educational success, LEAs must be given grant flexibility to determine how they may best assist these students.

"MIKE'S STORY"

COLORADO

MIKE, 17, is from Arizona. He was an "A" student at his high school there, and an outstanding member of the varsity track team. He wants to earn a college scholarship with his track ability. He left Arizona last Fall to escape violent abuse by his parents, and ran to Colorado. He arrived at St. Paul's, Denver's only overnight shelter for homeless teens. He was alone and afraid of the downtown street scene. Mike's first request was that he be allowed to attend school while he was in the shelter.

The caseworkers on staff assisted him in enrolling in a high school five miles from the shelter, and helped him find a part-time evening job near the school in order to earn money for his own apartment. Because he chose to arrive at school at 7 a.m., for college-bound tutoring, and return to the shelter around 10 P.M. following his job, the school busing schedule did not coincide with Mike's busy day. Staff at Safe At St. Paul's provided bus tokens for Mike to ride the public transportation system.

One winter day, as snow was falling and the temperatures dipped below 20 degrees, Mike's caseworker, from the shelter, called the Homeless Education Office to ask if we had emergency tokens for homeless students. The shelter had run out of their supply, and was so short of funds that they could not provide any more until the first to of the following month, a full two weeks away. Mike had been walking to school. He would leave at 5:40 a.m., and walk home from work because he did not want to miss one day.

At a fall inservice for 45 shelter providers on the McKinney Education for Homeless Children and Youth Amendments, transportation had been identified as a major barrier to education. As a result, a $400 contract from Mckinney funds had been established with Denver Public Schools for bus tokens for homeless students, and the caseworker was referred to the district liaison for assistance. Mike and other homeless students in need, received bus tokens to address their transportation needs.

Even with Mike's exceptional commitment to his education, he has struggled through his first semester trying to balance college preparatory courses with track conditioning and a part-time job. He has now moved out of the shelter, and in with the family of a new friend. He says that this is temporary because the friend's parents fight too much. He told me that he considered suicide at one point, but decided to get his life together if he was to accomplish his goal of a track scholarship for college. He received all "A's" at the end of his first semester, "except one B because I was too tired during the final exam".

Colorado currently receives a minimum grant of $50,000 to meet the educational needs of its homeless children and youth. We are ready to expand our initiatives with next year's increased Mckinney funding to provide success for all homeless students.

THE COLORADO CHALLENGE

Karen Connell, State Coordinator
(303) 866-6903

Colorado has an estimated 3,000 homeless children and youth. The number of homeless persons in Colorado has increased by 10% from 1988 to 1990. The largest increases are in the number of families with children. The number of homeless families rose by 68%; the number of homeless children by 62%. The staggering increase reflects the economic crisis facing families in Colorado. Unemployment, inability to pay rent, and moving to seek work are the three reasons most often cited in 1990 for becoming homeless.

Clearly, the needs of Colorado's homeless children and youth are critical. Education is not a priority for most families and youth facing life and death issues such as food and shelter. A state coalition of shelter providers concerned with the education of the children and youth they serve has met twice, and has identified seven key barriers to address these needs. The providers are to be commended in seeing that their children enrolled in and attend school, but they dream that one day they won't have to fight for 1) transportation to and from school, 2) mental health services for children, 3) physical health screenings, 4) parental involvement in the school, 5) fast track testing for special education, 6) coordinated services between the shelter and school, and 7) before and after school child care while shelters are closed.

The 35-50% limitation severely impacts our capability to address these seven barriers. All of them fall into the "related services" category. School districts report that they, too, desire more money for related services, as they are capable of providing comparable educational services within existing programs. At the State level, the Chapter 1 Coordinator and the Homeless Education Coordinator collaborate closely to assist districts in serving the educational needs of homeless children. But if they can't get to school, what is the point of funding 50% for tutorial services? Due to a large shortfall in State funding for schools, district transportation services have been drastically reduced, and even Kindergarten children now walk if they live less than a mile from school. Although districts are sympathetic to the special needs of children who move from shelter to shelter and wish to remain in the same school, there are no additional funds to meet the transportation needs of these children. In most districts particularly if shelters are outside the boundaries and transportation to remove barriers becomes more than "comparable" - transportation is not provided.

Colorado is a minimum award state, and funds the Coordinator position half-time. As the numbers of homeless families and youth continue to increase, and the economic needs become more desperate in both school districts and shelters, full funding of the McKinney Act becomes imperative for Colorado. We will award grants to local school districts for the first time in 1992, but continued staff training and awareness and the clearly defined role of the State Coordinator, remain equally important. The ceiling on administrative costs in minimum states, such as Colorado, limits the effectiveness of coordination in a state with a serious increase in homelessness.

"MORIAH'S STORY"

CONNECTICUT

MORIAH, 12, came to Connecticut this November, after having lived all her life in New Jersey. She was accustomed to living with her extended family - numerous aunts, uncles and cousins - in addition to her two sisters, a brother and mother. School was a positive experience for her since she was in an accelerated program with many of her friends.

Moriah's family's move to a Connecticut shelter during her sixth grade year brought about many changes in her life.

Moriah told about her adjustments to living in a shelter. "There's not a lot of fighting at the shelter, I like that," she explained. The clients take turns cooking and she said that some of the food is good and some not so good. Bedtime seems to be an uneasy situation for her. "It's scary," she said. The sleeping area is a partitioned large space and she explained that many different people are there. In addition, there are many rules about what time the children have to go to bed - regardless of whether or not homework is finished. Moriah described a person she considers a special worker at the shelter. "He's the only one who plays with the kids. He does arts and crafts." He also lets her stay up and finish her homework in the only quiet area - the office space - if he's on duty the evenings she has work to complete.

The transition to a new school has presented Moriah with challenges, too. "Everyone has their own friends," she said. At the old school she had friends, but it's different here. It's harder to fit into these already tight groups. When asked if there was anything the teachers or staff might do to help alleviate this problem, she answered, "I don't want to make anybody be my friend."

Fortunately, Moriah is attending school in one of the four districts in Connecticut which received a grant to provide services to homeless students. The after school homework/tutorial program that Moriah participates in, meets four days a week until 4:30. Transportation is provided to the shelter. She enjoys the snacks, the helpers, and interacting with other children some of whom are not homeless. Her suggestion for the program's improvement was, "We should be able to say until 5:00!."

Moriah has a thirst for learning - she will be a survivor!

THE CONNECTICUT CHALLENGE

Dr. Hillary E. Freedman, Coordinator
(203) 638-4206

The number of homeless children and youth in Connecticut continues to increase. Although Connecticut has the highest per capita income of any state in the nation, it also contains two of the country's poorest cities and is in the midst of a severe recession. During 1990-1991, 4,700 children (ages 5-18) slept in some of the 47 shelters in the state. The homeless population is not limited to urban centers: urban, suburban, and rural communities have shelters and as a result a variety of local school districts are attempting to meet the needs of these homeless children and youth.

This year, for the first time in Connecticut, money was available to local school districts under the McKinney Act. Four school districts are receiving funds: one urban, one suburban, and two rural districts. The districts were creative within the constraints of the grant and designed programs to address the needs of their students. For example, Moriah's district is providing an after school tutorial program at the school for homeless and at-risk students; one district is providing tutorial assistance within a shelter; a third is coordinating services among a large family shelter, the school district, and a neighborhood service agency, and the fourth is working with high school students to address their varied career, academic, and social concerns.

Local school districts are continually informed of their responsibilities under the McKinney Act and the coordinator discusses the needs of homeless children and youth in a variety of forums. Connecticut will receive an increase in funding which will support more districts in designing supportive educational programs for their homeless students. The districts are strongly encouraged to plan their programs in consultation with shelter providers. By working closely with shelter staff, educators are better able to understand the difficulties the children face. The elimination of the 35/50% limitation would allow districts to create programs even more appropriate for their students. In some cases, only transportation is needed to enable homeless students to participate in already existing academic or sports programs, or enrichment activities.

"CRYSTAL'S STORY"

CRYSTAL, 8, has lived in a temporary living site for nine months with her parents. She is an only child. The shelter is located in the District of Columbia.

Crystal has expressed that "The shelter is O.K., but I'll be glad when we move so that I can have my own room and a quiet place to do my homework and play. Some of the children are nice, and some pick on me. Because I don't have any brothers or sisters is the reason kids pick on me. I don't have anyone to help me."

Crystal likes school and her teacher. She indicated that her teacher lets her do things in the classroom like erase the board and take messages to the office. Reading is her favorite subject. She states, "You can learn about so many places, animals and lots of other things. I like spelling and looking up the meaning of words. Math is hard sometimes. Remembering the multiplication tables is hard for me. We write stories in class sometimes and I wrote about my family having to move into the shelter. Both of my parents lost their jobs and they couldn't afford to pay the rent to stay where we lived. We didn't have anywhere to stay and so we had to move into the shelter. Some of the children in my class know that I live in a shelter. Some of them tease me, but most of them don't. I have a lot of friends and I still get good grades because I always do my homework. My mother and father help me."

Crystal says of the future: "My mother and father are looking for jobs and when they get a job and save some money, we are going to move. I will be very happy when this happens."

When Crystal enrolled in an elementary school, which has a high population of homeless children, her teachers and classmates were very supportive and sensitive to her situation.

THE DISTRICT OF COLUMBIA CHALLENGE

Beverly Wallace, Coordinator
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The mission of the District of Columbia Public Schools, Homeless Children and Youth Technical Assistance Branch, is to ensure free appropriate educational opportunities to identified homeless children and youth and to provide technical assistance to schools, shelters, and communities.

The District of Columbia Public Schools has currently identified over 1,500 homeless children and youth and is serving over 700 of these students who are of compulsory school age. The number of identified students has significantly increased since school year 1990-91 and, school districts must continue to provide and expand certain services to this special population of children.

For Crystal and the more than 1,500 homeless children like her in the District of Columbia, The Homeless Children and Youth Technical Assistance Branch responds to their "special educational needs." The Branch provides back-to school supplies, tokens, tutoring, and other supportive services. In addition, the Branch has developed a data base system to identify and track homeless children and youth; sponsors Homeless Awareness Week to bring to the attention of the school system and community at large the needs and issues related to homelessness; designs special projects; participates in conferences relating to homeless concerns; initiates research on educating homeless children and youth; collaborates with key service providers for the homeless; and acts as advocates for the homeless children and youth as it relates to homeless issues.

With increased funding, the District of Columbia Public Schools will be able to expand services, initiate new projects, and continue to implement the existing successful programs to assist homeless children and youth, such as Crystal, to succeed in school and the community.

"VICTOR'S STORY"

FLORIDA

VICTOR, 4, came to the Women's Shelter in Duval County, Florida, with his mother and younger brother. His father had beaten and threatened to harm his mother. Victor witnessed the abuse and they went to the shelter to be safe. Victor was in the pre-k emotionally handicapped class and had been uprooted from his school.

During the 1991-92 school year, the Duval County School District began implementation of PROJECT ACCESS. The project received funding through a grant from the Florida Department of Education provided by the Stewart B. McKinney Homeless Assistance act. Services provided to homeless students under PROJECT ACCESS includes case management by a school social worker liaison who acts as a link between schools, shelters, and social service agencies. The project also provides after-school tutoring, a student tracking system, special transportation services, outreach to parents in shelters, student health and academic screenings, and adequate school supplies. Through OPERATION BACK PACK, homeless children receive a back pack filled with appropriate school supplies. In addition, the project enhances the education of children ages 3 and 4 by making referrals to Pre-K Early Childhood Intervention and Headstart.

Victor was placed in a children's group at the shelter. He was provided with a support group, play activities, and individual attention. A school tutor was provided for the shelter and Victor was educationally enhanced through the program. The tutor became a positive male role model for Victor and he had parent conferences with Victor's mother.

A good start is crucial for homeless students if they are to have an opportunity to be successful in school. The outlook for Victor is good but only with continuing support, encouragement, and a stabilized environment. Success stories like this one can be shared only when funds are available for local schools to address the identified needs of each homeless student.

"THE FLORIDA CHALLENGE"

Vessie Felton-Joseph, Coordinator
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Florida has an estimated 4,160 school-age children who experienced homelessness last year. Of that number, 176 were reported as not attending school. Florida's goal is to identify all homeless children and youth and provide them with an appropriate educational plan. This plan will significantly reduce gaps and deficiencies and stabilize their lives in the school environment. The success of the plan depends on coordination between the state education agency, local school districts, and social service agencies.

Local education agencies have made tremendous progress in identifying school board policies and procedures which may create barriers for homeless students in accessing educational programs. The agencies are identifying, assessing and addressing the needs of these students and are also providing awareness and training activities for the schools.

A contact person has been identified in each school district to coordinate the services for each homeless child or youth. During the 1991-92 school year, Florida awarded grants to four of the sixty-seven schools districts. Each grant offers daily after-school tutoring for school-age children who are homeless. Duval county also provides services for 3 and 4 year olds. These programs are operated in shelters or elementary schools near the shelters. These grants are funded by the McKinney Act, which is administered and monitored by the state coordinator.

Victor received the individual attention he needed because of funds provided to Duval County; however, many homeless children are not as fortunate as Victor because homeless education programs are not available statewide.

Although Florida is please to receive the increased funding to our state allocation, the 35/50% spending requirements for the two categories of activities (primary and related) placed unnecessary constraints upon local school districts. These constraints will not allow local schools to use the funds to best meet the identified needs of its students. Some modifications in the spending requirements may be necessary in order to better serve homeless students.

"DAVID'S STORY"

DAVID, a young man who was in the ninth grade, was referred to his counselor because he had been sleeping in class. Following a referral to the SUCCESS Program, the case manager learned that his family of nine had been sleeping in their car for several weeks during an extremely hot period in August. The family had previously lead a migrant lifestyle-moving frequently depending on where the father could find work. Six months was the longest period of time they had spent in any one place. The case manager worked with Broadlawns Homeless Outreach Project and the Coalition for the Homeless, initially to identify temporary shelter and then to locate permanent housing. Temporary housing was provided at St. Joseph's shelter and eventually a permanent home was located.

One year later, the family is still in Des Moines, both parents are working towards their GEDs, the father is employed, two younger children are in Head Start, health needs have been met through Clark Street House of Mercy and the Des Moines Health Center, and the high school student is working through New Horizons and has been evaluated and placed in an educational program appropriate for his needs. He is looking forward to a pizza party for him and his friends that he will earn if his grades are A's and B's for the first semester. His friends are being very supportive of his academic success. One year ago, this young man was isolated from peers, resisted eye contact, and had long hair which hid him from the world. Today, he has friends, will make eye contact with you in the halls, and is not afraid to show the world his smiling face. The family continues to need the support of their case manger. As basic needs have been met, they have begun to confront other issues which are more complicated to address.

IOWA

The SUCCESS Program is a collaboration of United Way of Central Iowa, Inc., Community Focus, private contributors, human service agencies, the State Department of Education, and the Des Moines Public Schools offering needed human services in the areas of health, mental health, employment, counseling/case management and substance abuse.

The SUCCESS Program is one of four model programs being demonstrated in four different communities (Des Moines, Dubuque, Marshalltown, and South Tama) under a statewide initiative entitled "School Based Youth Services Program" (SBYSP). SBYSP is supported via state legislation (H.F. 535) and guidelines. The intent of the SBYSP is to link agencies with schools to improve access to services and to improve student performance.

THE IOWA CHALLENGE

Dr. Ray Morley, Coordinator
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Iowa has an estimated 8,405 homeless children. Of that number, 6,411 homeless children were of school-age. Iowa presently has a State plan to serve homeless children and youth to the best extent possible within the public schools. The total federal appropriation is now being used to support field-based initiatives to improve services. However, Section 723(b)(1), Title VI-B of the Homeless Assistance Act restricts local education agencies in how they can address the needs of the homeless. There is a 50 percent required use for tutorial and remedial educational services.

Some assistance in lifting this requirement is needed to give Iowa more flexibility to address specific needs in specific schools. In many districts transportation represents the only primary barrier. However, 50 per cent of the total grant can be used to defray the cost of transportation only after 50 per cent has been used to address the tutorial needs of homeless students. This requirement assumes that tutorial assistance is the primary need of all homeless students and that this need cannot be addressed using other resources.

Iowa's Statewide Advisory Committee for the Education of Homeless Children and Youth supports the House appropriation level of $37 million. Support that can be provided to reach this goal is greatly needed to increase our potential in providing services for in-school and out-of-school youth.

"POLISHA, BRANDAN AND BRANDI'S STORY"

POLISHA, BRANDAN, BRANDI, and their mother found shelter at the Women's Transitional Care services, a domestic violence refuge in Lawrence, Kansas. Their mother had been unable to get a job in Lawrence or Kansas City, find affordable housing, and balance taking care of her children.

Day-care was a frequent problem so she often relied on Polisha, 12, to stay at the shelter and babysit her two younger siblings, Brandan and Brandi, five-year-old twins. Polisha had often stayed home to babysit, even before they arrived at the shelter. All three children had missed a great deal of school. Compounding their situation was the trauma of domestic violence and substance abuse.

The shelter helped the family members to stabilize their living conditions. Mom secured employment and they awaited subsidized housing. With less than a week of school remaining before summer vacation, the children were enrolled in the "Sum Fun" project at the Boys and Girls Club.

KANSAS

The "Sum Fun" project is the result of the partnership between the Lawrence Public Schools' Homeless Education Project and the Boys and Girls Club, a community-based organization that provides education, food, health, and recreation services to approximately 100 children a day during the summer months. Ninety-five percent of the Boys and Girls Club children are considered at risk of failure in school. Most of them attend New York School or East Heights School during the school year. At East Heights, approximately 98 percent of the children are on free or reduced lunches. New York has a similar profile. In addition, many of the children that come to the Boys and Girls Club are or have been homeless.

During the children's initial screening to participate in the "Sum Fun" project, staff were able to determine that Polisha had a history of aggressive behavior with her peers and had developed a distrust and fear of people in positions of authority. The twins were withdrawn and had attention span deficits, unable to complete simple tasks. At the twin's early age, their circumstances, abilities, and experiences at school would predetermine their possible failure in the traditional school setting.

It was hoped that the "Sum Fun" project-with its accelerated learning system, multicultural approach, and extensive provision of support services-would be a positive turning point for the children.

THE KANSAS CHALLENGE

Sandy Suttle, Coordinator
(913) 296-6066

Polisha, Brandi, and Brandan attended the Lawrence "Sum Fun" project five days a week. By the end of the summer, Polisha was no longer getting into fights and, in fact, has progressed to the coveted position of Supervising Store Manager for the Giving Tree, the project's weekly simulated consumer experience that focused on sales and purchasing.

Polisha attends South Junior High this year and has "improved significantly" in all aspects of her school experience, according to one of her teachers. South Junior High continues to offer Polisha accelerated study opportunities through the school's in-school program for at-risk youth.

Brandi and Brandan are enrolled at New York Elementary School. Both are progressing at grade level and in Brandan's case above grade level. They are outgoing and happy, as eager to learn in the regular school setting as they were at Boys and Girls Club by the end of the summer. Their teacher reports. "They are eager because they 'CAN' and know it!" Their continued success is enhanced by the school's Chapter I teachers.

The family finally moved into their new three bedroom home at Edgewood, the local housing project. Mom and the children dream of taking a trip to Africa someday. In the meantime, they are exploring their history in the many books that tell about the rich, beautiful culture of African-American people.

A $3,000 mini-grant, which was received by the Lawrence Public Schools through the Stewart B. McKinney Homeless Assistance Amendments Act (P.L. 101-645), enabled the "Sum Fun" project to serve an additional 40 homeless children and youth last summer.

The Kansas State Board of education estimated that more than 6,000 children and youth experienced homelessness in our state last year. Many of these children were not able to benefit from the opportunities provided by the "Sum Fun" program. Kansas is a minimal funded state. We received $50,000 for fiscal year 1991 and in fiscal year 1992 we will receive $160,000. Although the increase, made possible through the McKinney Act Amendments, is $110,000 more, Kansas will not be able to address the "special" needs of all its more than, 6,000 homeless school-age children and youth-inflation and the growing numbers of homeless students will result in a small growth in services.

"ASHLEY'S STORY"

KENTUCKY

ASHLEY, 8, is a cheerful, bright, and conscientious child whose brown eyes tell a story of homelessness and poverty. Ashley's family was forced to move out of their apartment in Cincinnati so that the landlord could upscale renovations. Ashley's family moved in with relatives, but when the landlord found that there were additional people in the apartment, he told the family to leave or face eviction proceedings for everyone. Ashley's family came to Welcome House Homeless Shelter in Covington, Kentucky. Persons seeking food, warmth, and security pay no attention to the boundaries created by a river, or county and state lines. Welcome House, in Northern Kentucky, frequently accepts women and children from Cincinnati when all shelters there are full.

During the first few days of Ashley's shelter stay, she was late for school. Early each morning her mother struggled to get Ashley's sister on the shelter day-care van and juggled bus tickets for Northern Kentucky public transportation, coins for the transfer to the Cincinnati public transportation, bus tokens for the return, and a couple of bus schedules - but try as they may, Ashley was still tardy for school.

When her concerned teacher asked Ashley about her sudden tardiness, Ashley explained, "We're living in Kentucky now." That night Asley returned to the shelter in tears because the teacher said that if Ashley lived in Kentucky, she could no longer attend the Montessori School along with her friends and cousins.

Welcome House's McKinney Child Advocate intervened scheduling a meeting between the teacher and Ashley's mother and working out an understanding between the school and the family for Ashley to continue to go to the same school during her temporary stay in the Kentucky Shelter. Ashley and her mother promised to work hard to ensure that Ashley arrived at school on time. Ashley's mother also agreed to contact the teacher to report any changes in residence, and to discuss Ashley's progress in school.

For the next several weeks, Ashley enjoyed the after-school events in the Study and Activity Room at the shelter.

Today, the family is settled in their new apartment within the Cincinnati Public School District. Her teacher hopes that she will "stay here a long, long time." And, hopefully, in the spirit of the McKinney Act, the boundaries created for the functioning of cities, states, and other jurisdictions will not continue to effect the free, appropriate (and uninterrupted) education of our homeless children.

THE KENTUCKY CHALLENGE

Laura Graham, Coordinator
(502) 564-6720

Kentucky has an estimated homeless population of 42,000. Of that number, there are approximately 5,000 identified homeless children and youth. School officials and homeless service providers reported that to the best of their knowledge 100 homeless children and youth were not attending school. Reasons for these children not attending school are varied, and there are greater concerns than education for those who are living on the streets or in a car.

The McKinney Act provides funding for the distribution of grants to local educational agencies to address the needs of homeless children and youth. However, the McKinney Act grants have a 35-50% limitation: 50% of the grant must be spent for tutorial, remedial or supplemental educational services and not less than 35% of the grant may be spent for supplemental/related services. This limitation has become a barrier to many local school districts which prefer an advocacy model program.

In 1990, the eyes of the nation were upon Kentucky as the state redesigned its entire educational system. With the Kentucky Education Reform Act (KERA), children of the poor and children of the wealthy must be given the same opportunity and access to an adequate education. The development of innovative programs include the creation of Family Resource and Youth Services Centers, Extended School Services, and Preschool Programs. The educational needs of homeless students are being met through KERA; however, there is a growing need for supplemental support programs including transportation, nutrition, before-and after-school care, and health care.

The funding limits currently outlined in the federal legislation do not allow supplemental support services beyond a 50% limit. Local educational agencies should have the flexibility to develop programs that address the needs of homeless children and youth attending school in their district. Limitations such as the 35-50% limitation should be removed so that the needs of homeless children and youth may be met. When we take a step forward on behalf of these children, let's not take two steps back by placing unnecessary restrictions on the funds.

"ALLISON'S STORY"

ALLISON, 10, resides with her mother in a shelter in a northern Maine city. Allison, attends school in her home town which is eighteen country miles from the shelter. Allison and her mother left their family home in February due to the father's abuse.

School officials in Allison's home town, a very rural and closed community, are quietly protecting Allison while she is at school. Allison's mother provides the daily transportation to and from school for Allison: to assure her regular attendance and out of fear that Allison's father may take the child.

Allison's mother is reestablishing herself through counseling and she is seeking employment training. The parent's decision to keep Allison at her home school was advocated by the school counselor to assure that Allison could finish the school year where she has been supported and nurtured by her friends and her teachers. This choice is protected by the McKinney provisions and Maine's regulations for homeless children. The transportation of Allison to school from outside the district, by her mother, assures her success in staying in school. The district may apply for special funds from the Department of Education to assist the mother with her transportation costs under provisions outlined in Maine's State Plan.

MAINE

It is important to note that school officials in Allison's home town followed the guidelines of the McKinney Act and Maine's State Plan to assure that Allison was able to continue her schooling without interruption. Allison is viewed by her peers and her teachers without the stigma of being "homeless."

THE MAINE CHALLENGE

Frank Antonucci, Jr., Coordinator
(207) 289-5110

Allison's story is a somewhat simplistic representation of the need for state education agencies to have flexibility in awarding grants to schools. The McKinney Act provisions which require at least 50% of grants be used for primary services must be reconsidered. The assumption that education services (tutoring, remedial or other education services) will meet the primary needs of homeless children is faulty and fails to allow school officals to use grants in the best interest of the child. The compelling need for the student to be able to fully participate in school without stigmatization or isolation may be contradicted by forcing schools to use grant funds for primary services, which may require separation of homeless children from regular classrooms for tutoring or remediation.

Allison's situation, as a member of a homeless family, is representative of many of our homeless children in Maine. As a rural state, our homeless families and our homeless children move to our major cities to find needed services, shelter and employment. Too often, the children in these families may be left behind with friends or relatives while the homeless parent struggles to make a new life. Older children frequently venture out on their own on city streets, with friends, and find irregular living arrangements that place them at risk. To these children and youth, the primary service needs are not tutoring and remedial services. Schools need to reach out to these youth by providing qualified counseling and evaluation service to help them rebuild their lives. Flexible transportation to school must be provided to assure that the student can fully participate in school programs. Special funds for meeting non-education services and other needs should be regarded as primary services, as they are not defined in the McKinney Act Section 723 (b) (2).

"DAISY'S STORY"

DAISY, 9, has lived in the Greentree Shelter, part of the Baptist Home for children, for twelve months with her mother, brother, and sister. The shelter is in Montgomery County, Maryland, just outside of Washington, D.C. Her father is staying with relatives. Both parents came from Cuba, as part of the Mariel Boat lift.

"I don't know where I want to live-safe place. [The shelter is] not bad and not good. Not bad is 'cause of the people. They take us fun places. Once they took us to King's Dominion and the zoo. What's very bad is the food. We have soup over and over. There's a lot of fighting here. Math is hard for me. Spelling is easy and hard. It's kind of easy because my teacher gives me easy words. "Cause we are the purple group, the lower group. I like the red group 'cause they get better words. Like "happy." "Sad," that's a purple word. The red group gets compound words, like "something," "anything." I'll never be in the BBQ group. I'll never pass that. I could tell everybody in the whole school [that I live in the shelter] and I don't really care, cause I'm not really different than them. I can still write, read, go to school, and learn. I'm not so different from them. I get shy. When I was in third grade, my teacher made me stand in front of the classroom and tell where I lived."

MARYLAND

For Daisy and the more than 4,000 homeless children like her, state and local initiatives have evolved in response to their "special" educational needs. When Daisy enrolled in her new school, she was greeted with a "Welcome Packet"- a backpack filled with school supplies and toiletry items. These items were made available through the annual Statewide School Days Drive. In addition to receiving the school supplies, Daisy was assigned a "buddy". Daisy's buddy had the responsibility of helping her feel welcome in her new school. Daisy's new teacher even mailed her a special letter to the shelter. It was a personal way to say "we're glad you're coming to our school."

Daisy's need for a little assistance in mathematics and spelling was addressed through the Helping Hands Project, an after school tutorial and homework assistance program located at the shelter. Teachers from Daisy's school district and volunteers in the community visit the shelter one hour a day, Monday through Thursday, to provide tutoring and homework assistance, to conduct reading and sharing sessions, and to plan and implement cultural enrichment activities for the children.

Daisy's need for her teachers and peers to understand what it means to be homeless was addressed in the annual "Students Helping Students" conference and the Spring Conference for educators, parents, advocates, and shelter providers. Each year, the Maryland State Department of Education sponsors the two conferences to heighten awareness and sensitivity, and to help build and strengthen the partnerships between the shelters and the schools.

Increased funding to states has made it possible to provide grants to local school districts to expand the Helping Hands Project to include additional shelters, and to implement other initiatives that will help children like Daisy experience success in school.

THE MARYLAND CHALLENGE

Peggy Jackson-Jobe, Coordinator
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Maryland has an estimated 7,000 homeless children. Of that number, 4,029 homeless children were of school-age (6-16 yrs.) For school year 1990-91, 591 students or 16% of our homeless children were documented as not attending school. This is a significant decrease in the 844 children reported for non-attendance in school year 1989-90 and 1,240 reported in school year 1988-89.

Local school systems are to be commended for their efforts to review and revise policies and procedures to ensure the immediate enrollment of Maryland's homeless students. However, while the numbers of homeless children not attending school has consistently declined, the reason for non-attendance has remained constant. The lack of transportation back to the school of origin is always cited. For students like Daisy, who attend the school in the attendance area of the shelter, comparable transportation services are provided. But for homeless students who may need transportation back to the school of origin, transportation is not always available. Transportation in this instance is not considered comparable. Due to the lack of transportation, these children choose to transfer to the school in the attendance area of the shelter. For many of our homeless children and youth, this is their fifth or sixth school in the course of a year.

The McKinney Act provides funding for the distribution of local grants to address the needs of homeless children. The Mckinney Act also has a 35/50% limitation: 50% of the total grant must be spent for tutorial or remedial services and not less than 35% of the total grant may be spent for other related services. Unfortunately, this limitation has become a barrier to addressing the needs of Maryland's homeless students. The 35/50% limitation makes no provisions for the diversity of need among students and the availability of resources to meet those needs in the different school districts.

In Maryland, children who reside in motels for 1-2 weeks and youth shelters for 1-10 days need transportation back to the school of origin. These are the children who are being reported as not attending school. However, provisions in the law will not allow a local school district to use 100% of the grant award for transportation, even if the local school district can ensure that the tutorial needs of the homeless children are being addressed through other programs in the school. Additionally, the role of the state coordinator and the technical assistance that the coordinator has provided to local school districts in assessing and addressing their needs to ensure full compliance with the Stewart B. McKinney Act is not being considered. It is the intent of the law to ensure that McKinney Act funds are being used to address the needs of homeless children. And, it is the role of the coordinator to ensure that that intent is fulfilled.

"DANIEL'S STORY"

DANIEL, is currently in the second grade in a Boston elementary school. At the beginning of his first grade year, he became homeless at the time his parents separated due to alcohol abuse and the resulting physical abuse to him and his mother. Between September and December, he and his mother moved six times. The first four locations were in doubled up, overcrowded situations in the homes of friends. Each of these arrangements lasted up to several weeks before Daniel, his mother, and brother had to move again.

After the first three moves and several months into the school year, Daniel began to experience asthma attacks. When this first occurred, the school nurse called Daniel's mother. However, the family had moved frequently without updating the school's emergency information card, and it was hours before she could be located. When questioned later about her neglecting to provide the school with the information, Daniel's mother expressed her fear that, because the family was not currently residing in the original school's attendance zone, the authorities might try to transfer Daniel to a new school.

Fortunately, the school nurse had recently read the Boston Public School System's "Deputy Superintendent's Administrative Memorandum" directing its 8300 personnel to be particularly sensitive to the unique needs and rights of homeless students. Developed jointly with the Massachusetts Department of Education's McKinney-funded staff, the circular served as a city-wide staff training document to explain the rights guaranteed by Subtitle VII-B of the Homeless Assistance Act. The "Administrative Memorandum" states in part.

> "This growing population may be at risk due to the transitional nature and status of their lives. For children and adolescents, school represents stability and consistency in what otherwise is often an experience in chaos."

The nurse was able to reassure the parent that the family would retain the right to choose whether Daniel would stay enrolled in the original school or move to a new one. She was also assured that he would retain the right to be transported back to the original school by the Boston Public Schools. This newly implemented effort, recently undertaken by the unit responsible for transporting Boston's highly mobile population of 60,000 students, has demonstrated the high level of commitment of the school administration to support Boston's homeless youth.

Unfortunately for Daniel, the supply of family friends who were capable of providing temporary shelter became exhausted and the family of three was relocated to a shelter in Boston's South End. A month later they were transferred to yet another shelter. Despite all of these moves, however, Daniel was able to remain in his original school and benefit from the stable educational and social environment that this continuity provided. The McKinney Homeless Assistance initiatives gave the Boston School Administration the ability to make it happen.

THE MASSACHUSETTS CHALLENGE

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Fortunately for Daniel, his family found space in a shelter located in the same community as his school of origin. When the shelters in Boston are filled, as frequently happens, the Department of Public Welfare places families in the nearest available welfare hotels. No family welfare hotels are located in Boston. While most are located within a ten-mile radius, some are as far away as 40 miles.

Currently there are over 100 Boston children and youth who have been displaced into suburban hotels. Even for those living just beyond the city boundary, however, no funds are available for transportation back to the school of origin. While most of the elementary students are picked up through the local school system, "hanging out" at the motel has become a way of life for many of the teen-aged youth.

Until July of 1991, the Department of Public Welfare provided clients with school travel vouchers from state Emergency Assistance funds. When these funds were cut from the state budget, most families living in shelters throughout Massachusetts found it extremely difficult to provide for the expense of transporting children back to their previous schools.

Currently the three McKinney grants awarded to Massachusetts schools total $69,000. These programs are located in Salisbury, Worcester, and Springfield. While additional grants will be awarded in the 1992-93 school year, the federal guidelines require that 50% of the funds awarded to each community must be spent on tutorial or remedial services, while no less than 35% nor more than 50% can be spent on supportive services such as transportation.

The problem is that only a small number of communities, those with the largest numbers of homeless children will be the recipients of these grants. For all of the other cities and towns, who may indeed already have appropriate tutorial services in place, the funds for transporting students back to the stabilizing influence of the original school will not be available.

The solution is to remove the restrictive language on the use of the McKinney transportation funds so that:

1. **either the State Education Agency (SEA) will maintain a pool of the Mckinney Funding for transporting homeless students back to their original school until the end of the school year;**

or

2. **the McKinney language would be amended to allow local education agencies to apply for grant funds solely for transportation if that was their primary or only need.**

"REBECCA'S STORY"

REBECCA, 8, her mother, and two younger brothers are staying at the 410 Family Shelter. Over 2500 children (not including parents) pass through this Minneapolis emergency shelter each year. Rebecca and her family find themselves here after fleeing a very abusive situation in Northern Minnesota.

Even though they are 300 miles from their old home, Rebecca says she is still scared. Rebecca can't wait until her Mom can find a safe place to live. Being from Northern Minnesota, Rebecca is used to playing outside. Lately, she finds herself indoors because she's frightened about living in downtown Minneapolis. There's a park across the street but shelter advocates warn families not to use it because of the high drug traffic in the area.

Rebecca says that their single room feels awfully crowded. Her mom has pulled out a dresser drawer to use as a crib for her baby brother. The food at the shelter is pretty good and there seems to be plenty to do. Rebecca's infant and toddler brothers are in a temporary Head Start program. Each morning, Rebecca goes to a Learning Center, located at the shelter, for tutoring and activities. Also, Rebecca's mom is pleased because her daughter is already attending an afternoon regular school program. This has made it much easier for Rebecca's mom to find a job and locate housing.

Rebecca likes having school work to do. She received a couple of new books to keep since she didn't have a chance to grab any when she left home so suddenly. The school social worker, Learning Center and shelter personnel met with Rebecca and her family to assist them with clothing, school needs, and other needs. Medical and dental assistance were also offered.

In 1988, there was little assistance offered to children like Rebecca. Because of the Federal McKinney Act, more public and private resources are available for our homeless. The Education of Homeless Children and Youth Program has helped with the development and coordination of these resources. The challenge today is to help all of the "Rebeccas" succeed in school and have a safe place to live and play.

MINNESOTA

THE MINNESOTA CHALLENGE

Barbara Yates, Coordinator
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Minnesota has an estimated 15,000 homeless children (ages 3-18). Of that number, 11,877 children were of school age (5-18). In the 1989 Wilder Research Center's "Twin City Survey of Emergency Shelter Residents," approximately 31 percent of homeless children were not attending school. In the 1991 survey approximately 11 percent are not currently attending school. This is a significant improvement and it is due to the efforts put forth by the Minnesota Department of Education, local school districts, and Homeless Advocates.

Local school districts have reviewed and revised their policies to enroll homeless students in their schools. While the number of homeless students enrolled and attending school has increased, there are still many barriers which prevent a large number of others from attending. The major barrier is still transportation. The average homeless child attends four different schools within a year. For children whose families move across school district or zone lines, there is little hope of remaining in their school of origin. Perhaps this barrier is the main contributor to 40% of homeless children being a year behind their peers in school.

This is the first year that Minnesota has received more than the $50,000 minimum allotment for homeless students. Minnesota received $72,000 to deal with the education of homeless students statewide (15,000 children). The Minnesota Department of Education awarded two small grants totaling $35,000. The two school districts awarded were very grateful but burdened in complying with the 35/50% limitation for such a small amount of money. Transportation was the number one need for both districts. Because of the McKinney 35/50% funding limitation, less than half of this small amount could be used to remove the transportation barrier for these needy students.

In Minnesota, there are 435 school districts to assist in the development and implementation of policies to ensure equal access and comparable services for homeless children and youth. There are at least 15,000 children and youth who will be homeless in Minnesota this year. It is the role of the State Coordinator to ensure full compliance with the Law. Minnesota will receive $281,000 next year to deal with all the homeless children statewide. Only $50,000 can be used to provide technical assistance to 435 school districts and all of the other agencies, advocates, and partners statewide. Barriers like the 35/50% limitation will have to be overcome. Our challenge is how to ensure that the needs of homeless students are met within the defined limitation of the law.

"KRYSTAL'S STORY"

KRYSTAL, 6, is living in a motel in Carson City, Nevada, less than two blocks from the Capitol building and the Governor's office. Krystal lives in the motel with her brother, single working mother, and another single parent family of three to keep the cost of rent down (the mother does not want to move into the local shelter; she has too much pride). The motel does not permit children so the kids stay inside before and after school.

Krystal's tongue is attached to the floor of her mouth and she speaks with a speech impediment. A speech pathologist interviewed Krystal and was determined to do something about her intolerable living and health conditions. Almost single-handedly, she approached the local PTA chapter to establish a housing trust fund to accrue the deposits necessary for the two families to move into permanent shelter. She also arranged for a doctor to evaluate Krystal's medical condition. The doctor determined an operation was not necessary at this time. Krystal will continue to work with the speech pathologist to learn to speak freely and clearly and will be reevaluated at the end of the school year (at no charge).

NEVADA

The speech pathologist went the extra distance because she could not live with the knowledge that these families were suffering to this extent in the shadow of the state's Capitol. The state coordinator's office worked closely with the speech pathologist to provide assistance through the maze of bureaucracy as she tried to meet the needs of this family. It was only after exhausting all avenues of possible support (lack of transportation, income just above the poverty guideline, etc.), that the trust fund was established.

Carson City is a rural town of 35,000 people. Most Nevadans assume there are no homeless families living in the state Capitol. This perception will only change when the speech pathologist--and dozens like her who work on behalf of homeless youth in schools throughout the state--are given financial and community support. This requires leadership that can come from Congress. A vision of a better tomorrow for all families is a message that can and should be portrayed by our elected officials. Rhetoric, the kind that permits these families to live in substandard housing, will no longer suffice.

THE NEVADA CHALLENGE

Shaun Griffin, Coordinator
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Krystal is one of the lucky ones. She met a caring professional and as a result, her family may move out of the motel in which they are living. But what of the other 14 rural school districts in Nevada? Who will help the Krystals that live in those small towns?

In 1990-91, the state coordinator's office awarded pilot project grants to schools and non-profit agencies in the state's two largest counties--Clark County in the south (Las Vegas area) and Washoe County in the north (Reno area). Clearly the numbers of homeless youth in these two communities--over 1,081--warrant the excellent education and social support programs that are taking place today. As of March 15, 1992, over 738 homeless youth have been enrolled in schools or given direct assistance in these two districts as a result of these projects. These pilot intervention programs are completing their second year of operation--with funding from private or school district sources. This is a very positive step toward long-term intervention.

Yet, Nevada has 17 school districts; only the two mentioned above received pilot project funds to work specifically with homeless youth. What's more, virtually no academic tutoring or personal counseling will be available to homeless youth before or after school in the rural areas which make up the balance of the state--15 school districts. Even in Las Vegas, the nation's 14th largest school district (presently serving over 130,000 students), only a fraction of the homeless youth are in after-school intervention programs.

There can be no other way to say it: there are simply not enough funds to provide basic educational and counseling services to these youth.

There are approximately 1,277 school-age homeless youth in Nevada; 102 of these youth are not in school. Nevada is a minimum allotment state due to its small population (1,200,000) and the funding formula which is based on the numbers of students enrolled in Chapter 1 programs. Nevada receives $50,000 annually to educate its homeless youth. Had the State Homeless Youth Education Office not made a conscious decision to award pilot grants in its third year, there would be no pilot programs for these youth today. Nearly all of the state's third year funds--$40,000-- were set aside to provide special assistance to these youth. However, there are simply not enough funds to coordinate a statewide office, train school advocates, count homeless youth, and fund pilot projects. The McKinney Act must be fully funded to break the cycles of illiteracy and social alienation faced by these youth.

We can no longer afford to hope this problem will go away. Adequate dollars must be committed to the youth of tomorrow who did not ask to be homeless. Their voices are silenced by poverty and our slow response to speak out on their behalf.

"TIMMY AND BILLY'S STORY"

NEW HAMPSHIRE

TIMMY and BILLY are elementary school students who live with their mother and sister in a domestic-violence shelter in a small New Hampshire city. Their mother took them to the shelter in the middle of the night because it was no longer safe to remain in their home.

The day after they arrived at the shelter, the mother called the Office of the Superintendent of Schools. An appointment was made for the mother to go to the school and supply needed information. And, the next day, Timmy and Billy were enrolled in school.

Timmy's and Billy's needs were carefully assessed by the school. The superintendent's office made the request for records from the previous school -- so the family's residence could not be traced through school transfer. Copies of the restraining order were requested -- so that this information could be shared by those who would need it to protect the children. And transportation was arranged for them.

The community was involved through a local committee of educators and social service providers that had been formed, following a state conference on the education of homeless children and youth. Through the efforts of the committee, Timmy and Billy received a new book bag, pencils, and papers - these supplies were provided by Kiwanis. Money was donated by a neighborhood synagogue to provide the boys with snacks. School principals worked with classroom teachers to help in other ways.

The school helped to alleviate the trauma experienced by these children by absorbing them into its life. School is a happy place for Timmy and Billy. And, once they were convinced that their mother was safe, they quickly adapted to their new and welcome routine.

Federal funding to New Hampshire makes it possible to disseminate information that helps to increase awareness about homeless children and youth. It provides information that encourages educators and social service groups to work individually and collectively to meet the needs of other children like Timmy and Billy. Critical needs that, otherwise, might not even be addressed.

THE NEW HAMPSHIRE CHALLENGE

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In 1991, more than 1,300 children were housed in shelters in New Hampshire. Schools identified 123 homeless high school students on October 1, 1991. And annual figures from a statewide hotline reported more than 1,500 homeless children were represented in calls to their office. Clearly, the issues of homeless children and youth and their educational needs are relevant to New Hampshire.

The good news in New Hampshire, as reported in a study done by the University of New Hampshire for the Department of Education, Education of Homeless Children and Youth, is: "School entrance requirements for records, including academic records and reports of immunization and physical exams, were generally not a problem in getting the homeless children enrolled in school. This appears to be the case because the school personnel would not let it be a problem."

Furthermore, at least half of the homeless students interviewed in the study were receiving medium to high grades. So it appears that our students are enrolled in school and receiving appropriate academic instruction.

Challenges remain, however. Calls about homeless children, made to the New Hampshire Department of Education, most often relate to two very basic needs: housing and transportation. School staff -- principals, counselors, and teachers -- spend significant time resolving housing issues. Housing is, and will continue to be, a time-consuming problem.

Transportation becomes an issue when funds are needed to transport the child to the school or school district in which the child last resided. As things now stand, returning a child to his or her school of last residence by school bus could mean an hour's wait on a sparsely populated country road or having to take four buses. Of course, parents who have cars can sometimes drive their children to their school of last residence. Sometimes shelter providers are able to assist in arranging transportation. But more help is needed.

By eliminating the requirement that 50 percent of grants to local education agencies be spent on activities such as tutoring, remedial education, or other related educational services, funding could be available to provide for the more pressing needs of transportation or other services that the school may identify for particular homeless students.

"PAULA'S STORY"

NEW JERSEY

PAULA, 8, lives with her mother and younger sister at Amandla Crossing, a transitional housing facility which provides homeless families with up to one year of temporary residence and support services in order to achieve self sufficiency and permanent housing. The family became homeless when Paula's father, after years of physically and verbally abusing Paula's mother, abandoned the family. Left with few supports and no financial resources, the family was evicted from their apartment. For the next year, Paula, her mom, and little sister moved from relative to relative. This movement resulted in Paula entering and leaving numerous school systems. The family's constant movement has caused Paula to act out, to relate poorly with others and to fall behind academically. Presently, Paula is well below grade level and has difficulty concentrating on her school work.

To ensure continuity of her educational program as mandated in New Jersey's amended residency law for homeless students, Paula is being transported back to her original school which is located in the next town. This school offers a Chapter 1 after school program to students who do not meet minimal levels of proficiency in either reading, writing or math. While Paula could really benefit from participating in the program, there is no available transportation back to the shelter.

For Paula and the many homeless students like her, access to existing services is impaired due to a lack of transportation. In Paula's case, an after-school tutorial and remedial program exists at the school but after school transportation to points outside the district is not offered. It seems unlikely, given her present circumstances, that Paula will be able to make the academic gains necessary to be successful in school.

THE NEW JERSEY CHALLENGE

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By recent estimate, Paula is one of 29,527 homeless children in New Jersey. Of the nearly six hundred school districts in the state, approximately 98% offer tutoring and remedial education services to their students through the federal Chapter 1 program. In a recent survey of each district's homeless education liaison, compensatory education is identified as the greatest need exhibited by homeless students. Also reported as a growing need by districts is the need for supplemental support programs offering recreation, enrichment, transportation, nutrition, counseling, preschool, before-and after-school care, health counseling, etc. Only a small number of such supplemental programs exist for homeless students.

The Newark Public School District, awarded a grant through McKinney Act funds, offers supplemental services in addition to tutoring. In Project Homestead, homeless students can stay after school and in addition to tutoring can participate in recreational activities, field trips and receive a weekly evening meal with their parents. Parents are encouraged to attend a homeless parent support group coordinated through a local community agency. Instead of returning directly after school to noisy, overcrowded conditions at the facilities where they are temporarily housed, these children are offered the opportunity to participate in a program designed to meet their needs.

The funding parameters outlined in the current federal legislation do not allow for the expansion of transportation and other supplemental support services beyond a 50% limit. The main emphasis is on tutoring and remedial services. Were it not for this limit, Project Homestead could provide transportation to include a larger number of homeless children in the program. Given the availability of Chapter 1 programs in New Jersey, greater flexibility should be given to develop programs beyond tutoring and remediation to meet the needs unique to each community's homeless children and youth. Lack of transportation should not preclude participation in school programs for children like Paula and the many homeless children who would greatly benefit from participating in an educational program which includes tutorial and recreational services.

"PATRICIA, LUPITA, AND ANA'S STORY"

NEW MEXICO

PATRICIA, LUPITA, and ANA are sisters living in the sunny, southern, border community of Las Cruces, New Mexico. Just as so many other typical school-age children do, they attend their neighborhood public elementary school. However, the sisters are not typical students at their school--they are homeless.

Abandoned by their father, the girls live with their mother and a younger brother in a deserted three-room dilapidated "home" that presents a very real threat to their safety. There is no heat, a stove serves as the only heating source; there is no running hot water; there are no windows left intact; the ceilings are falling through in several places; and electrical wires and cords are exposed. These living conditions are making it extremely difficult for the girls to function in the classroom setting and only through the intervention of a concerned teacher has the school system been made aware of the family's situation.

Little has changed thus far in the lives of these girls. Some progress has been made academically through an after-school program that provided the children with extra tutoring, snacks and much needed one-on-one attention. Unfortunately, the program has ended and any gains previously made by the girls may very well be lost in the remaining months of the school year.

Patricia, Lupita, and Ana are only three of the city's school-age children caught in the tragedy of homelessness. There are others. To better help this particular student population, there is a promising new program in its infant stages within the Las Cruces Public Schools that has as its goal and purpose "effective, consistent and ongoing educational services to the homeless children and youth of the community."

The Education of Homeless Children and Youth/Project Link in the Las Cruces District Schools is funded through a grant from Title VII-B of the Stewart B. McKinney Homeless Assistance Act. With this funding, a liaison is working with the elementary and secondary schools a well as the community shelters to identify homeless families with school-age children and youth so that their needs can be assessed and met. Once identified, this student population is to be served in a comprehensive manner that includes aid with enrollment procedures when applicable; provision of basic school supplies; placement with appropriate tutorial/counseling personnel if needed; and referrals to local service agencies if necessary. Additionally, the program will enlist the help of qualified practicum students from the Human and Community Services Department of the New Mexico State University. The goal is to use this collaborative approach in meeting the needs of homeless children and youth that will ultimately result in giving children like Patricia, Lupita, and Ana the best possible chance of academic success.

THE NEW MEXICO CHALLENGE

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Patricia, Lupita, and Ana's story is an issue which is constantly growing within New Mexico's boundaries. In the past, alcoholics, mentally ill, and transients were the sterotyped images of the homeless. Today, the homeless are taking on an alarming look, the look of a typical family.

The Las Cruces site is one of three being funded in New Mexico by McKinney funds. New Mexico receives $50,000 per grant year to help with the education of homeless children and youth. Section 721(2) of the Act, directed states to review and revise all laws, regulations, policies, and practices that might impede the enrollment, attendance, and social success of homeless children and youth. In addition to these requirements, states are also required to assume staff development responsibilities to inform and heighten the awareness of school personnel about the problems of homeless children and youth. Another requirement is that State Departments of Education coordinate with other agencies. At this point, the sites are able to provide various tutorial and counseling services to a few of the 2005 identified homeless children and youth in New Mexico. 50 percent of each grant to local agencies, is required to be spent on remedial or tutorial services. Given New Mexico's sparsely populated areas, additional dollars are needed to implement additional requirements such as transportation of these children from shelters to schools and existing supplemental programs that can meet the needs of our homeless students.

It is through adequate funding from the McKinney Act that we can possibly make a difference in the education of children such as Patricia, Luptia, and Ana. They and other homeless children and youth deserve a chance at academic success. Our challenge is to ensure that it happens.

"KYLE'S STORY"

KYLE, a third grader, became homeless when his alcoholic mother could no longer adequately provide for him. Kyle loves school. A relative of the family took Kyle into her home under a temporary arrangement (for the remaining two months of school). When the relative attempted to enroll Kyle in the local school where she resides, she was told that Kyle could not attend school in that county. The reason given for denial of enrollment was that she did not have legal custody of the child nor was he homeless.

The State Coordinator for the Education of Homeless Children and Youth was contacted concerning Kyle. The coordinator met with school officials to further explain the definition of homeless children, and to reemphasize their educational rights. The North Corolina Department of Public Instruction was successful in July of 1991 in getting legislation passed that will prevent what happened to Kyle, from happening to other homeless students.

Kyle was enrolled almost immediately and was able to complete the year.

NORTH CAROLINA

THE NORTH CAROLINA CHALLENGE

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In recent years, the major focus on the plight of the homeless has been on providing decent and affordable housing and rightfully so. However, as more and more families became homeless, the provision of education for homeless children has over the years become a very recognized need. Based on three years of study, there are approximately 5,500 homeless school-aged children and youth on any given day in North Carolina. Of this number, 52% are kindergarten through sixth grade (age 5-12); 25% are middle or junior high school students (grades seven through nine); and 23% are high school youth, about 16-18 years of age. However, approximately 17% of North Carolina's homeless children do not attend school.

The McKinney Act has effectuated much of the change toward education for homeless students. The Act provides funding to the States for distribution to Local School Districts to develop projects to meet the educational needs of homeless children and youth. LEAs are putting forth great efforts to provide services to homeless students through existing federal, state, and local projects, but often more is required. Several projects have developed in the state using McKinney Act funds.

The 35/50% requirement for the use of grant funds presents a problem for some local school school districts who need flexibility to develop projects that more specifically address the needs of their homeless students. The issue of transportation is a real concern in the state and most often the need to use full funding for transportation is identified as a crucial need.

McKinney Act funds are vital to our state in educating its homeless students.

"TOMMY'S STORY"

TOMMY, 12, now lives with his father and his father's friend, who are homeless. He had been staying with his aunt and uncle, but they couldn't afford to keep him around any longer. Tommy and his father were separated when Tommy was very young; then Tommy's mother abandoned him when he was 5 years old. When his aunt and uncle decided he couldn't live with them any more, Tommy was literally left on the reservation with no roof over his head. He was 9 years old.

Tommy's father is trying to make a go in normal life after suffering from alcoholism. The difficulty of no work has forced him and Tommy to live in a state of "homelessness." Tommy has had, and still has, many obstacles to face as he adjusts to life off the reservation. Through an after-school program sponsored by the Fargo Youth Commission, he is learning some important lessons: school and education are very important; there are people who can be trusted to help and not hurt him; and he does matter to someone.

In the three years Tommy has been involved in the program, made possible by the McKinney Act education funds, he has blossomed into a young man who can smile and he has friends of all races who really care for him. Tommy has learned about society's rules and the importance of following them. He was enrolled in school with the help of a school liaison and mainstreamed into regular classes. He now enjoys life like all children should.

Tommy enters the door of the Fargo program every afternoon with a big smile and shining eyes, ready for another happy day. His life has changed drastically in three years. With the continued support of programs like the Fargo Youth Commission, Tommy should be able to continue in school, graduate, and become a productive member of society. Without this support, Tommy would likely become another statistic in our juvenile court system.

NORTH DAKOTA

THE NORTH DAKOTA CHALLENGE

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North Dakota has an estimated 600 homeless children. The last count of 407 homeless children in North Dakota was done in November of 1990 by the Department of Public Instruction. Obtaining an unduplicated count of homeless children is very difficult, especially in Native American communities and rural parts of the state.

North Dakota had been a recipient of a McKinney Act Homeless Education Exemplary Grant in 1990, and was able to fund several local projects, including the Fargo Youth Commission described in "Tommy's Story." With the elimination of the Exemplary Grant Program, and North Dakota's basic funding remaining at the minimum $50,000, those types of programs may be curtailed or completely eliminated. To carry out the state's responsibilities under the McKinney Act and fund six projects for homeless children throughout the state, a minimum grant of at least $95,000 would be required.

In addition, the 50-35% requirement on funding direct and support services makes it difficult to meet the individual needs of homeless children in different districts, and should be removed. Tommy's story is an excellemt example of the diverse needs of homeless children and the need for flexibility in addressing those needs.

"JULIE'S STORY"

JULIE, 14, is in the fifth grade. She had been going through the adoptive process with her suburban foster family for two years. However, her foster mother became pregnant and the family decided not to adopt her. Julie had been through a lot in her life already. Julie's mother had died when she was young, and she had suffered sexual abuse by her father for several years. He's now in prison, for the abuse and armed robbery.

This latest episode with her foster family left Julie feeling homeless, lost -- even suicidal. She drifted into the metropolitan area, to a Volunteers of America Shelter that serves homeless youth. There, Julie found supportive people to help her. The staff was pleased to hear Julie wanted to be in school, and quickly contacted the school district's Alternative Education Homeless Program for enrollment assistance.

The school district's homeless program liaison came out to meet Julie the next day. She had already researched Julie's school background by making a phone call to her previous school. She talked to Julie to find out her preferences for the next school she would attend. Julie didn't want any male teachers, of that she was certain. She also needed supportive counseling -- of that the liaison, herself a school counselor, was certain.

The liaison called around the metropolitan area, eventually locating a middle school on the city bus route which had everything Julie needed, along with the willingness to accept an at-risk student from outside the local neighborhood. The school staff showed compassion and understanding, accepting Julie with open arms. A peer helper was assigned to help Julie in the first days by showing her around and introducing her to her teachers and classmates. It's been a month now, and Julie's doing just fine.

OREGON

THE OREGON CHALLENGE

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Oregon was the recipient of two McKinney Exemplary Program grants in 1990, in Portland and Salem-Keizer public school districts. Though the programs were different in scale and design, their overall goal was the same: to achieve maximum integration of school-age homeless children in the local public schools. Both programs have been highly successful at everything but securing their own future. They join the state's 300 other districts now in competing for long-awaited McKinney grant funding from the state: $144,600 in a needs-based competition.

Grant awards will probably range from $3,000 to $75,000. With funds in the lower ranges, the 35-50% split becomes a definite barrier. Tutoring and remediation are services often provided through existing means, such as Chapter I, or through school volunteers. Besides, not all homeless children need tutoring and remediation. There are children who would benefit more from participating in integrated after school play programs or other extracurricular activities, if the transportation and fees could be arranged.

Most school districts in Oregon cite transportation as the greatest barrier to school attendance for homeless children. Also, experience shows the school district's homeless program liaison to be the crucial link in the collaboration between schools and shelters, and serving children and families in a timely manner. Retaining that liaison becomes a very high funding priority.

Minimum grant states, such as Oregon, would benefit greatly by having that minimum raised. By increasing the flexibility to manage the McKinney funds based on local needs assessments, the value of those dollars will double.

"TYRON'S STORY"

PENNSYLVANIA

TYRON, a homeless fourth grader in the local Red Cross Shelter, had attended four schools in a year's time. His enrollment in the latest school revealed a trail with no records, a non-communicative boy failing all subjects and having particular trouble with reading. He often cried while in the shelter from fear and depression. His mother was a single parent and was poorly equipped to help him with school. The Educational Liaison became involved with Tryon's life, building trust through repeated visits. A group meeting was held with his new teachers and the school counselor to inform them of the child's homelessness. Tyron's history, which was pieced together, resulted in increased awareness and a plan of action. An assessment led to improved placement; understanding and empathy reduced stress in the boy's life; special reading and speech classes were arranged; and in-class projects (such as taking care of the aquarium and fish, one of Tyron's main loves) helped to enhance his self-esteem.

Several months later, Tyron's school attendance had greatly improved. He received average or higher marks on selected projects in a range of studies and earned Pizza Hut "Book It" coupons by reading books. Tyron even wrote an original poem about a tadpole.

Tyron. One student. One child who now even smiles sometimes. No magic, but helped by one of the model programs developed by the Pennsylvania Homeless Student Initiative. A program that works but needs continued support to keep on working

THE PENNSYLVANIA CHALLENGE

Nancy Garcia, Coordinator
(717) 787-4605

Over the past three years, services provided to homeless students through the Pennsylvania Homeless Student Initiative have addressed the educational needs of homeless students by building models of coordination between school districts and social service and shelter providers. A key component in the successful implementation of these models is case management by an educational liaison, who acts as a link between the schools and shelter. The liaison works to ensure that identified students are enrolled in schools, that their educational needs are assessed, and that disruptions in attendance in academic programs are minimized.

As homeless parents struggle to maintain their own and their family's existence and to overcome factors that may have contributed to their homelessness, the education of their children is often not the first issue that they address. They need the services of a liaison who can provide them with the needed support, assistance, and knowledge. The educational liaison has been a critical component in facilitating direct services to homeless students and their families.

The "school community coordination model" approach to providing services through an educational liaison has enabled homeless students to succeed in school and has strengthened the power of the local school/community toward meeting the needs of homeless families, as well as preventing the reoccurrence of the problems that have caused homelessness.

Currently, five Pennsylvania communities have received funding for Homeless Student Initiatives. Each of these local Homeless Student Initiatives has reported positive outcomes, including increased educational continuity, follow up in the community, reduced absenteeism, community collaboration, and quick response to the identified needs of homeless students and their families. Eliminating the 35-50% requirements would allow more flexibility in funding programs to meet the specific needs of its homeless students.

"BRITTANY'S STORY"

SOUTH DAKOTA

BRITTANY, living in Rapid City, South Dakota, awaits a van coming to pick her up at the Corner Stone Care Mission. Once she enters the van, her eyes widen as she takes it all in. She noticed all the seats in the van. "A lot of us could live in here!" she exclaims.

The van comes to the Mission once a week to pick up homeless children and youth staying there. They take the children back to Youth and Family Services. There the children can take advantage of tutoring services, educational programs, physical education opportunities or work on computers. These services are in addition to the services the children receive every day in the classrooms of the Rapid City Public School System.

The Executive Director of the Cornerstone Rescue Mission estimates the average number of homeless children staying at the Mission is 20 per night. However, in some instances, the number of children has been as high as 50 per night.

Rapid City reported an estimated 600 homeless children and youth within their city in 1991.

The program at Youth and Family Services is only provided once a week. Unfortunately, current funding levels will not support an expanded program. Brittany, and others like her, have to wait until the next week for the much needed support services that provide thier opportunities for success.

THE SOUTH DAKOTA CHALLENGE

Janet Ricketts, Coordinator
(605) 773-4437

South Dakota school districts are very excited about having the opportunity to address the needs of homeless children and youth. Some states have already begun working with school districts; but South Dakota is a minimum funded state. Our current funding level is $50,000. Recent increases in McKinney funding levels will result in South Dakota having an additional $26,000.00 to provide grants to local school districts for educational services for homeless children and youth.

South Dakota reported an estimated 3,310 homeless children and youth within the state during 1991. Respondents were asked to prioritize needs for these children in the 1991 survey; and the number one need indicated for South Dakota's homeless children was before and after-school care programs.

South Dakota, like many other states, is challenged with meeting the needs of its growing population of homeless children and assuming the increased responsibilities outline for states in the McKinney Act Amendments. With a project budget of $76,000 or less, compliance with all the provisions in the Act is extremely difficult to achieve. In order to adequately meet this challenge, the following legislative changes should be considered: (1) Increase funding for the minimum funded states to $95,000.00 and (2) Remove the 35 - 50 percent requirement. Additional funding would allow us to offer programs of greater size, scope and quality and elimination of the 35-50 percent requirement would give school districts the flexibility they need to meet the problems that exist in their particular communities.

"JOEY AND JOHN'S STORY"

JOEY and **JOHN,** ages 10 and 12, arrived at the Crisis Center in Sherman, Texas, physically battered, and their spirits tattered and torn. They had been beaten with a horse whip and were afraid of everything and everyone. The stepfather that they had lived with for five years had constantly terrorized and abused them and their mother. The boys had not been allowed to participate in any sports or activities at school, nor could they have toys or games at their home. Out of desperation for something to play with, they fashioned a football out of a few old T-shirts that they had tied together.

Upon their arrival at the Crisis Center, concerned staff members immediately took care of the boys' medical needs and started to get them enrolled in school. Because of recent changes in school enrollment laws, there was no waiting period for previous records and Joey and John were ready for their first day at their new school.

TEXAS

Their faces lit up as both of them were presented with brightly colored new back packs which were running over with plenty of school supplies. Tears ran down their cheeks as they realized that everything in the packs was all their very own. The first week of school, they were enrolled in the tutoring program funded through the McKinney Act. All of their teachers became involved with the boys and attempted to make each day at school a positive and happy experience for these children. In spite of all the trauma that they had experienced, the boys kept a positive attitude, and at the end of the semester, staff from the shelter celebrated their achievement of making the "A" honor roll.

As John summed it up, "I like living at the Crisis Center because I don't have to be afraid that my mother will get beat up, and my brother and I can play football. I love my school because the teachers are nice and I get a free lunch. I can sleep good at the shelter."

THE TEXAS CHALLENGE

Mrs. Barbara E. Wand, Coordinator
(512) 463-9695

Joey and John are just two of the more than 25,000 school-age children and youth in Texas who found refuge in a shelter between November 1, 1990 and October 31, 1991. As many as four times that number of children and youth might have lived on the streets, in tents, in abandoned buildings, doubled up with friends or relatives, or in a temporary setting awaiting a permanent placement in an institution.

Although the McKinney Act and recent changes in state law theoretically have made it easier for homeless students to enroll, attend, and succeed in school, in reality several homeless students will find familiar obstacles in their way of accessing a free and appropriate public education. While the Office for Homeless Education has established a toll-free line to assist homeless students and their parents/advocates in resolving disputes regarding school enrollment and other legal issues, laws have not been developed to address all the problems generated by homelessness.

Section 723 of the McKinney Homeless Assistance Act provides supplemental funding for many of the needs of homeless children. However, the requirement to spend at least 50% of the funds on tutors and the remaining 35-50% on related educational services has raised many concerns among districts in Texas. The state already has mandated tutoring programs in place and many districts have an extensive cadre of volunteer tutors who meet additional tutoring needs that students might have. If districts had more flexibility to fund activities suited to the needs of their particular homeless students, then those students would in all likelihood achieve a higher level of success.

Transportation remains a key problem in Texas. School districts are not required to provide transportation for student who live less than two miles from their school of attendance. For homeless students who many live in drug-infested or crime-ridden neighborhoods, requiring them to walk even two blocks may be asking them to risk their lives.

School supplies are often distributed at shelters or temporary housing facilities, however, not all homeless students live at such sites. Schools need the flexibility to purchase supplemental supplies for homeless students and to have such supplies readily available when students register.

The increased funding Texas will receive for the 1992-93 school year will enable more homeless students than ever to receive additional assistance. However, the growing numbers of such students, coupled with inflation, equals only a small growth in services. Texas will still be in a reactive, rather than pro-active mode regarding education for homeless children. Only when funding is at full levels will the pain of all homeless children begin to diminish.

"PATRICK'S STORY"

PATRICK, 13, strolled into the classroom of his former teacher wearing an ear-to-ear grin. "Hey, Jerry, look - I made the honor roll at my new school!"

These are the words any teacher hopes to hear from a former student, but for Jerry to hear them from Patrick signified a very special kind of victory. Since Patrick, his mother, and a brother and sister moved to the Spokane School District their lives have been chaotic-almost beyond comprehension. The first month was spent living in their car because the family shelters were full; the next two months were at a shelter; and the next three months were spent in a house which was lost when the mother's alcohol dependence resulted in her arrest and a jail sentence. While the mother was in jail, the children spent two weeks with a relative, then it was back to the shelter, and finally into an apartment. Unfortunately, the trauma in Patrick's life has not ended because his father has forced the mother and the children from their apartment.

WASHINGTON

Even with Patrick's innate intelligence and desire to succeed, surviving this year to make the honor roll instead of giving up, dropping out, or giving in to despair, took some help. The Spokane School District, shelter providers, a broad-based partnership of community groups, and a very special teacher all worked together to make sure that Patrick could stay in school (missing only two days) and be a successful student. Patrick's success story started with the Spokane family shelter staff that works with the School District to facilitate appropriate enrollment even when families must be turned away for lack of shelter space.

The transition program in which Patrick's mother enrolled him offers flexible transportation, counseling, tutoring, school supplies, a clothing bank, and summer school -the support system that is needed for academic success. This Spokane school district program had a daily count of 12 homeless students in 1990. In 1992 they are trying to serve 55 homeless students a day.

THE WASHINGTON CHALLENGE

Priscilla Scheldt, Coordinator
(206) 753-3302

Patrick's is just one story of the approximately 17,000 that could be told about school-age children who are homeless in Washington last year - a year in which our share of McKinney funding to provide LEA grants for direct services to homeless children and youth was $17,691. Approximately, one dollar per child.

The McKinney funding increase for fiscal year '92 will yield approximately $210,000 for LEA grants in the coming school year. Although this will bring some relief, Washington shelter providers and educators are reporting an influx of "recession refugees" that is straining all state and local services far beyond their resource limits. Spokane's experience with the rising number of homeless children in school, families displaced from other communities, and lack of space in family shelters is not unique. Communities all over Washington face a set of circumstances that are exacerbating existing shortages: in Seattle, fair market rents rose 18.7 percent between 1989 and 1991. Yakima and Spokane have had less than 1 percent vacancy rate in low income housing for the past year, and our unemployment rate continues to rise.

Providing access to education for children and youth while they are homeless has become a high priority for educators and policy makers in Washington state. All legal barriers which may have inhibited attendance have been removed, programs such as Spokane's have been awarded state grants, and collaborative efforts have raised awareness of needs. Shelter providers statewide now have lists of the schools in their areas that have a breakfast program so that they can help families access two healthy meals for their children. As in Patrick's case, shelter staff and the local school district will often streamline enrollment so that the children will have some normalcy while waiting for shelter space.

We have made progress. We are surpassing the requirements set forth in the McKinney Act, but this state has reached the point where we have simply run out of options for improving access, continuity, and success without major increase in resources.

Full funding combined with removal of the requirement that 50 percent of LEA grants be spent on "primary activities" will provide the transportation (actually the most primary of all activities), counseling, and school supplies to provide access to academic achievement for homeless children and youth. We need your help to ensure that all our children have a chance for success like Patrick.

"SAM'S STORY"

SAM, 5, was living with her mother and her mother's boyfriend in a motel. They had been moving around and had lived in five different places. Her mother's boyfriend was a drug and alcohol user, and forced her mother to use drugs also. He would force Sam and her mother into compliance by threatening them with a live grenade and a gun. Sam and her mother sought help in a domestic abuse shelter.

While Sam was in the shelter, her mother expressed concerns that her ex-husband may have molested Sam. She had taken Sam to the doctor, but the doctor did not report or push the issue. She was given the names of other agencies to contact for help.

Sam was enrolled in headstart and daycare while her mother continued her education, enabling her to be more self-sufficient. They are relocated to an apartment where Sam is now free from the threats of the boyfriend's violence and the effects of drug and alcohol abuse.

WISCONSIN

Sam is now enrolled in kindergaten, and she receives continued support through the Ashland School District. Concerned teachers and guidance counselors have worked with Sam to provide her with a stable, secure, friendly school environment. Sam is now doing very well. She has friends, and she appears to be content and happy.

Most recently, the Office of Education for Homeless Children and Youth in Wisconsin has been able to fund a project in Ashland, that addresses the special needs of children like Sam. The school district and local domestic abuse shelter works collaboratively to provide much needed tutorial and guidance services. They have also set up a plan to help promote school attendance by addressing the need for clothing, personal care items, and school supplies.

THE WISCONSIN CHALLENGE

Gina Moore, Coordinator
(608) 266-5182

Surveys conducted in 1991 indicated that there were approximately 10,000 homeless children and youth in Wisconsin in 1990. While school Districts make every effort to ensure that homeless children and youth in Wisconsin attend school, a small percentage of the 10,000 do not. In most cases, the small percentage does not attend school due to domestic violence situations and a lack of available transportation.

In Wisconsin, the funding provided under the Stewart B. McKinney Homeless Assistance Act has given school districts the opportunity to create some innovative programs for homeless children and youth.

The school districts in Wisconsin report that while homeless children and youth benefit from the funding they receive, it would be beneficial to remove the 35-50% limitation which would then allow school districts the flexibility needed to tailor their plans based on the identified needs of the homeless students in their district. Some school districts are in need of funding for transportation and others have expressed a need to fund tutorial assistance activities.

Homeless children and youth in Wisconsin are provided equal opportunities and they are encouraged to achieve their maximum potential through the State of Wisconsin's public education system and the cooperative efforts of other State agencies. It is the goal of Wisconsin's educational system to ensure that "all" students receive the background and experience needed to become future economically independent citizens.

CONCLUSION

"Dear Mama,

Some dreams are good and some dreams can be very bad. Last night, I dreamed that we were in a big white house with lots of windows. My room was pink and white. That's my favorite color. I had lots of friends and they even came to visit me. You were in the kitchen cooking something good. I didn't want to wake up from my dream. Everything was so peaceful and nice. When I opened my eyes, I looked for you. You were there as you promised but we were still in the shelter. I don't know how to wake up from this dream."

Sonya
Age 13

Sonya, like the children highlighted in each story and the hundreds of thousands of other children whose stories are waiting to be told, have become the quiet victims of homelessness. These children need a place to call home and a sense of belonging to a neighborhood and school. The comfort and security of a home is an essential foundation of childhood. It is devastating for children to wake up and find their family has no place to live, and they have lost their friends, school, neighborhood, and most of their possessions. While no substitute for a permanent home, school can offer the continuity, security, and normalcy in a child's otherwise turbulent life.

Through the Stewart B. McKinney Homeless Assistance Act, Subtitle VII-B, our nation has promised to ensure that "all" homeless children have access and success in school. Our efforts to deliver on this promise will be evident in the number of homeless children attending school regularly, the accessibility of programs that meet their diverse needs, and the availability of funds to support these programs. We cannot afford to allow one homeless child to stand in the shadow of an opportunity for success because our nation failed to deliver on its promise. Paula, Rosalie, Moriah, and Crystal have a right to transportation services if transportation is needed when determining "what's in the best interest of the child." Tommy, Daisy, and Amanda have a right to receive tutorial assistance (at school or in the shelter) if this educational support service will "help the child achieve in school." Additionally, Clara in Alaska and Julie in Oregon have a right to attend an alternative educational program if "the assessed needs of the child justifies the placement." In order to guarantee these rights, legislators; advocates; parents; and educators must work together to remove the barriers that impinge on a homeless child's success in school.

The National Association of State Coordinators for the Education of Homeless Children and Youth recognizes and is constantly aware of the larger societal and economical problems that must be addressed to end homelessness, and we support the endeavors to reach this goal. Further, we embrace the promise set forth by Congress and we accept the challenge by making a difference in the lives of the children that we have been priviledged to serve.

APPENDIX A

Education of Homeless Children and Youth
Actual Grants for FY 1991 and Estimated Grants for FY 1992 Under P.L. 102-170

State	Actual FY 1991 grants	Estimated FY 1992 grants
Alabama	$143,701	$ 545,000
Alaska	50,000	50,000
Arizona	69,597	264,000
Arkansas	79,661	302,000
California	604,740	2,294,000
Colorado	52,393	199,000
Connecticut	69,166	262,000
Delaware	50,000	71,000
District of Columbia	50,000	116,000
Florida	278,905	1,058,000
Georgia	189,961	720,000
Hawaii	50,000	68,000
Idaho	50,000	72,000
Illinois	319,285	1,211,000
Indiana	99,895	379,000
Iowa	51,521	195,000
Kansas	50,000	160,000
Kentucky	119,007	451,000
Louisiana	159,122	603,000
Maine	50,000	124,000
Maryland	108,920	413,000
Massachusetts	151,761	576,000
Michigan	254,526	965,000
Minnesota	74,004	281,000
Mississippi	129,263	490,000
Missouri	111,089	421,000
Montana	50,000	64,000
Nebraska	50,000	111,000
Nevada	50,000	54,000
New Hampshire	50,000	58,000
New Jersey	215,533	817,000
New Mexico	50,000	180,000
New York	716,873	2,719,000
North Carolina	159,024	603,000
North Dakota	50,000	60,000
Ohio	235,707	894,000

APPENDIX A

Education of Homeless Children and Youth
Actual Grants for FY 1991 and Estimated Grants for FY 1992 Under P.L. 102-170

State	Actual FY 1991 grants	Estimated FY 1992 grants
Oklahoma	63,905	242,000
Oregon	51,181	194,000
Pennsylvania	325,280	1,234,000
Puerto Rico	261,946	993,000
Rhode Island	50,000	95,000
South Carolina	102,675	389,000
South Dakota	50,000	76,000
Tennessee	140,906	534,000
Texas	416,794	1,581,000
Utah	50,000	85,000
Vermont	50,000	56,000
Virginia	135,065	512,000
Washington	69,310	263,000
West Virginia	54,858	208,000
Wisconsin	95,239	361,000
Wyoming	50,000	50,000
Virgin Islands	50,000	5,000
Guam	1,264	5,000
American Samoa	50,000	5,000
Northern Marianas	50,000	5,000
Palau	610	5,000
U.S. Total	**$7,162,687**	**$24,748,000**

NOTE: Estimated amounts may not add to the total because of rounding. One percent of the total FY 1992 grant has been assumed to be reserved for Indian programs.

Source: The FY 1992 estimates are based on data obtained from the National Center for Education Statistics in July 1991, for the 1991-92 program year. The FY 1991 grants are based on data obtained from the Budget Division of the U.S. Department of Education in December.

APPENDIX B

Listing of State Homeless Coordinators
Stewart B. McKinney Homeless Assistance Act

ALABAMA (AL)

Dr. Marsha Johnson
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ALASKA (AK)

Ms. Connie Munro
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ARIZONA (AZ)

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ARKANSAS (AR)

Ms. Paulette Mabry
Homeless Grant Coordinator, FPD
Arkansas Dept. of Education
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CALIFORNIA (CA)

Mr. James Spano
State Homeless Contact
State Dept. of Education
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ILLINOIS (IL)

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IOWA (IA)

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INDIANA (IN)

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LOUISIANA (LA)

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MINNESOTA (MN)

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NEBRASKA (NE)

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NEVADA (NV)

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NEW HAMPSHIRE (NH)

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NEW MEXICO (NM)

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NEW YORK (NY)

Ms. Margretta R. Fairweather
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NORTH DAKOTA (ND)

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Arizona Department of Education
C. Diane Bishop, Superintendent

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Printed in Phoenix, Arizona by the
Arizona Department of Education
Total Copies Printed.....500
Total Printing Cost.....$795.00
Unit Printing Cost.....$1.59
Date of Printing.....6/92

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